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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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VOL. 18

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WATCHMAN, *Pupils, adults, attack our post-war problems* What of the FUTURE?

By

MERRILL E. BUSH

THE ATTACK ON Pearl Harbor made educational history. Throughout the United States pupils in the schools and students in colleges and universities cried out, "What does this mean? What will happen? Where will it end? Where are we going?" Youth of draft age and near-draft age suddenly became insistent in their inquiry, "What are we fighting for?" "We know now," they said, "what we are fighting against, but what are we fighting for?" Teachers were perplexed, bewildered. They had been preaching the importance of peace, the evils of war. Now . . .



EDITOR'S NOTE: *The first section of this article presents an impressionistic picture of America at war, meeting the emergency while a great mass of complex post-war problems looms in the background. The main part of this report deals with the discussion activities sponsored in Philadelphia for students and adults by the local Committee on Post-War Planning. Dr. Bush is assistant professor of education at Teachers College, Temple University, Philadelphia, Pa. He is now serving as executive director of the United Nations Council of Philadelphia, on partial leave of absence from the University.*

Soon schools began to gird themselves for action. Faculties held hurried meetings. Pupils begged opportunities for volunteer service. Some, remembering stories of the last war or prompted by the example of their elders, began to knit. But sweaters and scarfs for Africa? Can knitting needles compete with machines? . . . Civilian defense! "The O.C.D. needs volunteers. The Red Cross . . ."

Here and there teachers left their teaching for more obviously active "war work". Increasing numbers enlisted, or were drafted. Teachers' colleges were faced overnight with the transition from an economy of abundance to one of scarcity. Sadly the placement officers intoned, "Sorry, no science teachers, no math teachers . . ." School boards found themselves competing with industry in the scramble for manpower. Defense jobs . . .

The Army complained of inadequate preparation. Draftees were abysmally ignorant of "the fundamental processes". (But they made good soldiers, and sailors, and marines! Heroic. Resourceful. Pearl Harbor, Wake Island, Bataan and Corregidor, the Coral Sea, North Africa.) Draftees were turned down by the thousands. Poor health. Flat feet, bad teeth, inadequate vision. (We can't be so rigid

in health requirements now. A second front . . . But why wasn't something done? Public hygiene . . . Preventive medicine . . . Education.)

Bigwigs put their heads together in Washington. A Victory Corps! "Farmers need farm hands. Pupils and students can serve their country. We'll organize Physical Fitness programs. Back to the fundamentals!" Curriculums are being changed. More science. More math; especially more arithmetic. (Someone shouts, exuberantly, "Sighted social sciences; sank same.") No time for fads and frills. There's a War going on. Even unto the seventh graders shall these changes be made. (But will seventh graders be fighting in the armed forces? "If the Army is to plan educational programs, why shouldn't teachers formulate military strategy?") Criticism is unpatriotic.

What of the future?

We hear many voices: "The Postwar World . . ." "Globaloney!" "Shall we win this war only again to lose the peace?" "No time for planning now; we've got to win the war first." "American troops have landed in North Africa!" A headline: "Roosevelt and Churchill in Casablanca, Moscow, Cairo, Teheran!" An editorial writer: "We must defeat Hitler first, then Japan." Another headline comments on Wallace's plan: "Securocracy!"

Voices: "For the first time in history it could be done." "The peoples of the world now are neighbors." "We no longer measure distances in miles but in hours." A very sober voice, softly: "New York to London, Berlin, Moscow, Calcutta, Tokyo . . . Hours!"

Louder voices: "We must all learn to live together." "A higher standard of living for all." "We have the instruments of production, the resources, the manpower . . ." (A questioning voice interrupts:) "the intelligence? the good will? the determination?"

Governor Stassen of Minnesota tells a capacity Philadelphia audience at a United Nations forum, standing under the gleam-

ing slogan "Win the Peace!", "Already we can envisage planes capable of traveling 12,000 miles at an average speed of 300 miles per hour with 25,000 pounds of goods, or human beings, or bombs!"

We *must* plan for the future. We must plan *now*. Already it is perhaps too late. "We are witnessing a tragic race between the forces of education and the forces of destruction." It takes from twelve to twenty years to educate a child—much longer to make an adult out of a baby. You cannot base a whole school program on the needs of the next three or four or five years. Shall we prepare for war and neglect the peace?

What can teachers do? They can hold meetings. They can train their pupils' eyes upon the future—the long haul. They can help the people to see the problems, to grasp the challenge. Truly this is the American Century. We face the greatest challenge in our history. Teachers can educate one another. Schools, also, have an appointment with destiny.

Three enormously complex problems challenge the American way of life. Are we teachers ready to meet this demand upon our leadership? What are the problems? Let us list them:

1. *What should be America's relation to the postwar world order?*
2. *What should be America's postwar educational policy?*
3. *What should be America's postwar economic organization?*

Why are they problems? How do they concern us? (If these be controversial issues, let us make the most of them.)

Already we are being flooded with plans for a new world order. United Nations. World Federation. Union Now. The Good Will Plans. Federal Union. A World Bank. The Atlantic Charter. Economic Union. A Free World. Two Way Passage. . . . We subscribe to the four freedoms. We believe in the self-determination of peoples. What of the colonies? India? The Suez Canal?

The repatriation of the dispossessed? The oil fields of the Near East? World police *vs.* national sovereignty? Free trade *vs.* "favored nations" treaties? A bolshevized Europe *vs.* a capitalized Russia? Do we *want* to prevent future wars?

We have not been conspicuously successful in educating for citizenship at home—for community, state or national citizenship. Can we educate for *global* citizenship? Do we dare not to try? How much longer can we afford the unrealistic luxury of isolationism and *laissez faire* in world relations? We know so little about our new neighbors.

What of inter-cultural education? War marriages! What about postwar family life? (Nearly one marriage in five ended in divorce before the War.) We have made incredible advances in technology. Shall we continue to operate our vocational schools twenty to twenty-four hours a day to meet the tremendous need for re-training which will arise once the last shot is fired?

We face a potential army of unemployed which will make the ten or twelve million unemployed of the 1930's look like a reconnoitering squad. What of the youth who will then be graduated from high school and looking for jobs? Shall we resurrect the CCC and expand the NYA? Shall we continue to rely upon sporadic and privately organized work camps to maintain health, to teach the dignity of manual work, to enable youth to feel needed and wanted, to teach practical citizenship? What of the need of youth to understand the new world order, the new economics, the new statesmanship? What of the *practice* of democracy as a way of life? Do we the teachers understand or use the democratic process in our daily teaching or living?

"The depression of the 1950's has dwarfed that of the '30's into utter insignificance. We only *thought* we were sick when we had a mere ten or twelve million unemployed." Shall this be the dirge of the coming decade? What of the nine or ten million men

mustered out of the armed services and looking for work? (They're going to be plenty tough! What do we think they are fighting for—another depression?)

How about the more than thirty million defense workers—when plants are closed down pending conversion? The more than three million women in defense jobs—will they go back to the office, the counter, the armchair, the home? What of the unfulfilled war contracts, the labor agreements, the relocation of workers and industries for peacetime needs? Can we maintain "full employment"? What is the role of private enterprise? Of government?

Shall the price of American labor be determined by the world labor market? How can we maintain the American standard of living in the face of world interdependence? Shall American synthetic rubber replace the natural product of the British West Indies? Of the South American plantations? Shall government be the partner, the competitor, the tool, or the dictator with respect to private enterprise?

What of the gold buried at Fort Knox? Can we establish a managed currency for the world? Must American farmers feed the world? How shall property rights be established in the occupied countries once the war is ended? It is said, "The Axis must restore the loot." But where is it? What has happened to this loot? Who owns what parts of it? Can Germany produce the cows it stole from Holland—and butchered?

Serious problems. Baffling problems. Surely far too complex to concern mere teachers. These are problems for the most exacting thought of experts. What can teachers do? Is there no light shining in the wilderness?

We can do many things. These matters do concern us. Who are the watchmen of the future? Where can the people turn for leadership if not to the school? Teachers can do many things. They can organize meetings. They can focus pupils' eyes upon

the future. They can help the public to realize the challenge. Teachers can maintain their *self-respect*.

In January 1942, a group of teachers at Temple University met to ask of one another, "What is the function of an educational institution in these times?" Ideas were pooled. A small planning committee was selected. This committee has been meeting three or four times a month from then to now. Personnel changed. They became known as the Committee on Postwar Planning.¹ Three projects resulted.

From the first it was apparent to the committee that additional knowledge of issues and trends was needed before effective planning could be done. The initial project, therefore, was to organize a faculty study group to which all who wished to meet with representative authorities for discussion of postwar problems were invited. Some thirty-five faculty members attended a series of meetings for this purpose during the spring of '42. Bibliographies were prepared. Study materials were assembled. Basic issues were clarified. Points of view were exchanged.

A second project was the sponsoring of a series of forums for high-school pupils and their teachers centering in the theme, "World War II—Its Implications for Youth and the Future". In preparation for this series, the Committee on Postwar Planning joined forces with the already established Civic Forum League to run two forums in the spring of '42 on the meaning and responsibilities of the democratic way of life. The League, composed of a number of participating high schools with an executive committee of interested teachers and

one or two members of the University faculty, had previously held several conferences for member schools, including mock Presidential elections, model congressional sessions, and "League of Nations" assemblies.

A new forums committee was organized, including pupils and faculties from interested high schools as well as faculty members from Temple University. This new committee, under the sponsorship of the Civic Forum League, launched the forum series dealing with the implications of the current conflict in the fall of '42. Over 450 pupils and teachers from some sixty different schools participated in these forums.

The pattern in each of the high-school forums is to have a keynote speaker or panel of recognized authorities present the problem for discussion. This is followed by discussion in small groups led by pupil chairmen. Written questions are prepared by each discussion group to be handed to the speaker at the open forum which closes the conference. Summaries of the group meetings and oral questions from the floor are features of the closing meeting. Bibliographies, study materials, and agendas for discussion are prepared in advance and distributed to the participants.

The third project sponsored by the Committee on Postwar Planning was a three-day Institute for Postwar Planning, held on February 18, 19 and 20, 1943.² The purposes of this Institute were (1) to acquaint a cross-section of the public with basic problems confronting us in the postwar world and with current proposals for their solution, (2) to work out areas of agreement in terms of fundamental prin-

¹ Those of the original members who still are active on the Committee include, in addition to the author of this article as chairman, Dr. J. Stewart Burgess, Professor of Sociology; Dr. Russell H. Mack, Associate Professor of Economics; and Dr. Raymond S. Short, Assistant Professor of Political Science. Two of the former members, Mr. Thomas E. Clayton and Mr. Joseph F. Meister, are now with the armed forces.

² A more detailed description of the organization, development, and implications of this project is given in the article, "A People's Institute for Post War Planning", in *The National Municipal Review* for April 1943. The Institute has been described in detail in the book, *Citizen, Plan for Peace!*, published by Harper Brothers in March 1944. In this volume is a chapter describing how to organize community forums and discussion groups.

ciples for evaluating such plans, and (3) to illustrate the democratic method of group thinking in its application to important issues which challenge the American way of life.

The problems selected for study and discussion at the Institute were the three listed in italics on the fourth and fifth pages of this article and elaborated thereafter. Guest speakers addressed the Institute membership on each of these topics. Each participant (some three hundred and fifty attended almost every meeting, with attendance running at times as high as six hundred) was assigned to a discussion group under the topic of his choice. Membership was remarkably uniform throughout these meetings and nearly all major groups in the Philadelphia area were represented in each discussion group. Twelve such groups, four on each of the three topics, held four two-hour meetings, during the three days under the direction of experienced discussion leaders.

In preparation for the Institute project, a planning committee of over fifty members of the University faculty and student body held several meetings under the leadership of Dr. Eduard C. Lindeman.³ A smaller executive committee worked closely with the administrative officers of the University in arranging the details of organization and administration of the conference. Members of the larger planning committee met in groups, one for each of the three Institute topics, to work out bibliographies, study materials, and agendas for discussion. The discussion leaders themselves held preliminary meetings prior to the conference and periodic correlating meetings during the Institute itself. Students performed valuable volunteer work as secretaries and

reporters to make records of the discussions and as registrars, information clerks, runners, ushers, and ticket-viewers.⁴

Innumerable groups and organizations are holding meetings to discuss postwar problems and to formulate plans for the postwar world. All over the country high-powered speakers are addressing ever-larger audiences on one or another plan or problem. Two serious weaknesses characterize most of these efforts. Either the groups doing the talking and planning are composed almost entirely of like-minded people (manufacturers' organizations, church conferences, meetings of educators, committees sponsored by and catering to the members of some one professional group), or the meetings consist of addresses by recognized authorities with little or no opportunity for interchange of ideas between speaker and audience or among the members of the audience themselves. What better function for an educational institution than to serve as a meeting ground where the people at large can discuss the relative merits of competing (often conflicting!) plans?

The first task is that of acquainting the public with the existence and nature of the problems. Our greatest enemy is public apathy. Lack of information and indifference go hand in hand. This must not be misinterpreted as a plea for more lectures. Neither is it the prerogative of teachers to tell the people what to think. The need is for opportunity to *pool* information and to *share* ideas.

The second job is to become familiar with current proposals for the solution of the problems confronting us. The need here is for evaluation of these plans in terms of

³ Officially Director of the Institute, Dr. Lindeman was unfortunately prevented by illness from actual attendance at the sessions. Prior to this, however, he gave invaluable assistance in outlining the general plan of the conference, suggesting speakers and discussion leaders, and meeting with the planning committee.

⁴ Enthusiastic requests for a follow-up program have resulted in subsequent meetings of the Institute discussion groups and in a steering committee composed of representative citizens to organize further projects in postwar planning. Publication of the Institute Proceedings was part of the follow-up program. This was completed with the appearance of the book (referred to in footnote 2), prepared by Merrill E. Bush and others.

basic principles upon which the people at large can substantially agree. This requires the exchange of ideas in meetings which bring together all the many different groups and interests in our society. This is the American way. Once before, when the United States Constitution was sent to the states for ratification, the people examined the work of the planners and found it lacking. The result was a Bill of Rights.*

Third in sequence is the task of testing out the basic principles upon which the people agree by applying them to the solution of specific problems confronting the local community. No educational institution can afford, even if it had the right, to become identified with a partisan program which, rightly or wrongly, becomes identified with a particular pressure group. But suppose individual teachers, or even the school itself, were to take the initiative in calling together industrial and labor leaders to form a non-partisan committee for the purpose of making specific plans looking to the elimination or at least the mitigation of postwar unemployment in that community?

A fourth line of action open to teachers is that of taking the initiative in organizing a community council composed of representative community leaders, the function of which is to correlate the functions of various planning groups within that community. If the school of the future is to serve as a community center, why not include the service of acting as a clearing house for community planning?

Study and bibliographical materials dealing with current trends in other communities and with international affairs might be accumulated in the library (assign some of the pupils to the task of accumulating and organizing this material!). Various planning groups can hold meetings in the school building and come together at the school to discuss common problems. The council

might have offices in the building.

Finally, what of our pupils? What is the teacher's responsibility to her pupils in this new world which we are entering? The pupils of today are the citizens of tomorrow. He who controls the youth controls the future. Trite phrases! Yet in this context they take on new meaning. Pupils, as a most important part of the community, must be taken in on all planning, discussion and evaluation projects, to the maximum degree that their present maturity permits.

But is this all? Our pupils of today will soon be citizens in the richest and (at least temporarily) the most powerful nation in a world of jealous, competing and conflicting nations. We must prepare them for constructive world citizenship. They will be husbands and wives, fathers and mothers, members of various social, fraternal, professional, service and political organizations. They will be living in one of the most exciting and potentially inspiring periods in history. They will inhabit the smallest earth (in terms of time and space) that man has ever known. They will have more contacts with a greater variety of people and undoubtedly will be called upon to adapt to more rapid transitions than heretofore imaginable. Are we teaching them all that we can in preparation for life in this new world? *These* are the basic fundamentals.

Let us indeed get back to basic fundamentals. Until our pupils have learned how to get along with others (both those they like and those they do not), how to solve problems they have never met before, how to adapt to rapid change without losing their sense of direction, how to operate the democratic process (and to make it their habitual way of dealing with others)—until we have taught them these things we have no time for the luxury of the fads and frills: the traditional academic subject matters.

WATCHMAN, WHAT OF THE FUTURE?

* This story is dramatically and effectively told in Norman Corwin's radio play, "We Hold These Truths. . . ."

SEX EDUCATION

in 9 cooperating high schools

Part II—Methods of teaching for the individual schools

By LESTER A. KIRKENDALL

THE PROGRAM for each school was adapted insofar as possible to its unique needs. Usually a combination of three approaches was utilized.

First, direct work with the school authorities, and members of the faculty (usually selected members) with the purpose of helping them to integrate materials into the current subject offerings. Also, programs of individual counseling were organized, and plans were made for utilizing community-resource institutions and people.

Second, groups of pupils, usually divided according to sex, were utilized in a discussion of the problems of sex development and boy-girl relations which they chose to raise. The traditional approach of lecture work for short periods with large groups was abandoned. In all cases small groups meeting for several periods, either continuous or consecutive, were organized to discuss their questions with the consultant.

Third, community groups such as PTA councils, church groups, welfare workers, librarians, and others who might assist in

the program were brought into conference. This phase of the program was very ineffectually developed and little used. Much more use of this approach should be made in future programs.

The consultant usually spent from two to three days in each school. An outline of a three-day program similar to that used in various schools was set up for use in planning with school authorities. The outline follows:

This is a typical three-day program as it might be carried out in a school. Such a program should be preceded by careful planning between the school authorities and the consultant. During this pre-planning a program fitted to the particular school may be worked out—always prepared in light of the unique needs of each school and community.

This program emphasizes a combination of approaches: (1) working with teachers to enable them to set up their own program, (2) working with community agencies and resource people, and (3) working with pupils. Because of their complexity, the following agenda stresses the first two approaches. If the third approach is to be stressed more heavily the elaboration of such a program is very simple.

First Day

1. Conference with pupil-faculty planning committee to work out final details for program, and to insure desirable attitudes on the part of pupils through direct planning.

2. Discussion with counselors of boys and girls concerning the place of individual counseling, and of the counselors, in a program of social-hygiene education.

3. Conference with PTA president, and PTA social-hygiene chairman concerning the contribution and support of the PTA.

4. Talk before the Rotary Club to explain need, scope, and development of a social-hygiene program.

5. Talk before senior-high-school assembly on factors important in developing satisfactory boy-girl

EDITOR'S NOTE: *This is the final installment of a two-part article on an experimental sex-education program carried on in Oklahoma. The article deals with methods found most suitable for the needs of the various schools, and the author's conclusions. Dr. Kirkendall served as consultant in charge of the work in the cooperating schools. The author is now education specialist of the Venereal Disease Education Institute, Raleigh, N.C.*

relationships, and factors influencing good personal and social adjustment.

6. Talk before high-school faculty.
7. Evening discussion with group of pre-induction boys.

Second Day

1. Talk before biology class.
2. Conference with ministers concerning the place of church programs and young people's groups in the community program.
3. Conference with school authorities, ministers, health officers, welfare officers, Scout executives, city librarian, and youth leaders on a coordinated community program.
4. Talk before elementary-school faculty.
5. Talk before parent group on problems of sex education and place of home and school.

Third Day

1. Talk before group of older senior-high-school girls.
2. Period reserved for individual conferences.
3. Talk before junior-high-school assembly.
4. Discussion-conference with selected junior- and senior-high-school teachers to provide help for them in carrying out their phase of the program. Such topics as the following will be covered: (a) basic principles of social-hygiene education, (b) problems met by adolescents in process of maturity and in boy-girl relationships, (c) methods and materials, (d) common obstacles and arguments against social hygiene education, their merits and weaknesses, and how to meet them.
5. Final planning session with pupil-faculty committee.

Certain conditions might completely alter this program. For example, the superintendent of a small high school enrolling about 240 pupils asked for assistance with his situation. Rumors concerning promiscuous sex activities and venereal infections which had been circulated by some pupils concerning other pupils of the school came into the open. Some rather strong community reaction resulted in a decision to do something educationally.

Accordingly a two-day program was planned, first by the principal and the student council, then in consultation with me. Arrangements were completed for a division of the boys of the school into five groups, and the girls into three.

A woman physical-education instructor

on the staff at the University of Oklahoma gave one day of her time to meeting with the three girls' groups and a few of their mothers. With the assistance of a prospective teacher of biology, I gave a full forenoon, afternoon, or evening to each of the five boys' groups. The time was utilized in discussion of problems and questions raised by the pupils.

The two-day program was closed by a one-hour conference with the superintendent of schools, two teachers, eight high-school boys and girls, and myself. The purpose of the conference was to evaluate the work already done and to lay plans for the continuation of the program.

The element of joint faculty-pupil planning was emphasized strongly in this program. I always insisted, if any work was to be done directly with student groups, that the school administration discuss the proposed action with the pupils, and plan with them for the most profitable use of the consultant's time, and the success of the program. Pupil committees were sometimes brought together to plan with the consultant upon his arrival, and, as in the foregoing example, to plan for next steps at the close of the program. Pupil committees were also used to make selections from the exhibit of literature taken by the consultant to each school, and pupil chairmen were usually used to introduce him to a student group.

The extensive use of pupils is important for two reasons. Pupils' attitudes are much more objective and mature if young people are employed in planning. This procedure permits a gradual approach to the actual instruction itself, and helps to nullify the possibility of criticism. Since it is planned openly ahead of time, and only if the pupils express a desire for it, the superintendent or principal can logically expect that if there is to be criticism he will hear of it before the program begins.

If the pupils express a desire for such a program (as they are practically certain to do), then the school authorities are in the

position of responding to the expressed need of the pupils. Finally, if pupils are a part of the program and understand its purpose, and how it is to be carried forward, they become its best proponents before the community and their parents.

Much emphasis was placed upon the continuance of a program after the departure of the consultant. The joint pupil-faculty planning committee was important for this reason. After discussing the possible procedures together the pupils and faculty understood each other better and the school authorities were definitely and openly committed to continue their efforts.

In speaking before classes the same policy was followed. Thus when I was to talk before a biology class, I would first confer with the biology teacher and possibly some of his pupils, to reach an agreement that something tangible could be done in biology. In speaking before the class some subject such as the factors associated with sex maturation might be discussed, but some time would be spent in setting the stage for future work. Subjects suitable for discussion in biology would be suggested, suitable literature shown, and usually some left with the teacher; questions and comments from teacher, pupils, and consultant would be considered; and a definite statement made as to future educational plans.

An expression of desire for such help on the part of the pupils usually was very reassuring to the teacher, and provided him security in his further efforts. Such an expression of desire is always forthcoming if the pupils are given a chance to express it. Often a pupil who has expressed such a desire privately may be encouraged to state his interest openly for the sake of obtaining an expression of group approval.

Greater success in continuation programs will be attained when teachers are properly educated to do social-hygiene work. In a state program, a school receiving consultant service should be asked to purchase materials for use in teaching this work. Most

schools lack books or charts, and an investment in materials would commit them to action. If these materials could be brought to the school by the consultant, integrated in the school curriculum with the knowledge of both teachers and pupils, and retained for use after the consultant's departure, a continuation program would be much more likely.

Certain common obstacles impeded the work of the program. The four most important ones were the following:

1. An abysmal ignorance and neglect of the whole field of functional health; a lack of knowledge concerning physical and sex maturation, or bases for the proper associations between sexes; no consideration of values; and no preparation for the teaching of home and family living by teacher-training institutions. As a result teachers are usually unprepared intellectually and emotionally to handle the problems they meet—in fact unprepared even to recognize them. The teachers have no resources at their command to cope with the problem.

2. A fear of negative community reactions. Many school authorities cite parental and community reluctance as their reason for failing to go ahead. Actually the community is usually more ready to go ahead than the schools—so far I have encountered no negative community reaction. That is the usual history of attempts to do something in sex education—the community is found to be unexpectedly receptive.

3. A lack of knowledge of adolescent psychology, particularly when matters of sex are involved. Some few fail to realize adolescent need; others are totally unrealistic about the existing circumstances and problems, while others expect a negative reaction from youth. What is needed here is a functional approach to psychology, and a closer relationship of teacher and pupil.

4. A failure to understand how a program of social-hygiene education should or can be implemented. Some adults think that what is involved is "giving a talk," or

exhortations and warnings. Few realize that the social program of the school, the example of adults, earnest consideration and discussion of values, of conventions, and finally the formation of a positive philosophy of life are involved.

The need for teacher-training institutions to provide courses that train for home and family living becomes increasingly evident. But the teachers of teachers are no braver, or any better equipped, than the teachers themselves, so there exists a circle which up to this point has resisted all efforts to break it. One way of meeting this need is through a local workshop for teachers and community workers.

This program was admittedly deficient in many respects. For example, attention was largely focussed on the secondary school, yet our committee recognized clearly the need for education beginning in and continuing through the early years, and for education of parents. Also, a relatively small number of schools was reached. Finally, limitations of time and money made it difficult to return to schools for follow-up work.

Certain details of the proposal for organizing on a state basis, such as selecting personnel, financing, and building favorable opinion, have not been discussed. I shall be glad to answer inquiries concerning specific details.

* * * FINDINGS * * *

HONOR SOCIETY: There are now more than 2,700 senior chapters of the National Honor Society of Secondary Schools, announces the Society. Thus, roughly 10% of the high schools of the nation have chapters. The senior chapters' members are in the two upper years of high school. There are also 300 junior chapters, which have members in the junior high schools and the lower years of high school.

GIFTED: Want to hear some more about "wandering IQ's"? A lot can happen to the IQ's of gifted children in 1 to 10 years, Gertrude Hildreth indicates in *Journal of Educational Research*. The gifted children referred to are those who, before or after the age of 10, are discovered to have an IQ of more than 130. But in several years their IQ's can wander all over the lot. The author reports on the IQ changes studied in 3 groups of gifted children, based upon a first test and a later test. The intervals between tests varied from 1 to 10 years. The changes registered by the pupils

ranged all the way from an increase of 56 IQ points to a decrease of 55 points. The IQ's of very few pupils remained unchanged. Roughly speaking, most of the changes clustered in the plus-20 to minus-14 range, with a rather surprisingly even distribution in that range. You would gather that it's possible for a gifted elementary-school pupil to turn up in secondary school as either genius or sub-normal. The author concludes that one IQ test settles nothing—particularly in the case of gifted children. He recommends successive ratings several years apart, supplemented by developmental and observation data.

TESTS: Do junior-high-school pupils score much better on a test when they are warned of it in advance, than when it is sprung upon them suddenly? Based upon an experiment with matched pairs totaling 236 Canadian pupils in grades 7, 8, and 9, F. T. Tyler and T. M. Chalmers report in *Journal of Educational Research* that the value of advance warnings in increasing test scores may be overrated. The experimental group was given without warning a test on a just-completed unit in science, on the same day that the control group was notified of its test in advance. Average scores of the pupils who weren't warned of the test were only about 1 to 2% lower than the scores of the pupils who were given an opportunity to prepare. The authors suggest that possibly junior-high-school pupils "are not motivated to study for unit tests, or it may be that they do not know how to study."

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Pre-Induction Questions:

Pupils' queries "stump the experts"

By EVA A. MOORE

SHE WEARS a sloppy Joe sweater that is six sizes too large for her. He turns up the cuffs of his pants till he hangs below them like yesterday's farm boy. Everybody in "The Gang" looks alike. They are nonchalant. They seem happy.

But behind that haphazard window dressing of modern adolescents, a deal of thinking is going on. They have jam sessions; and in the most casual manner, they raise serious questions for which they think they need better answers than home or school or church are furnishing them. Many of those questions involve the war.

A pre-induction unit is given in English Six in the Royal Oak High School. In it boys and girls are given an opportunity to ask, in writing, unsigned questions about the war. Of course some of them raise the factual ones that any good handbook for the man in the armed forces can answer; but others want to know about matters concerning which adults are confused.

If you want boys and girls in your classes in English or social science to be interested and to have practice in the type of discus-

sion essential to effective democracy, give them the opportunity from time to time to discover what others are thinking about such questions as the following. These questions are taken verbatim from those handed in by pupils. The comments in parentheses have been added by the writer.

1. How can we be well informed and not propagandized? (Propaganda? Et tu, Democracy?)

2. How can we be more secure in our own minds? (Is this the worry of a potential 4F or the intelligent question of one who needs to know more about the problems that arise in war?)

3. When the fellows are across and actually in the war, does that mean that everything stops for them in the line of thinking, reading, developing the mind? If so, does that mean that wars are a definite clog in the wheels of the progress of the world?

(How important to raise the old legend: phoenix comes even from the ashes of what seems to be total destruction.)

4. How long will it take us to get back into shape after the war? (Into shape? What shape? Does this questioner expect to have again a world just like the world before the war?)

5. How can the government pay back all the money it is borrowing? (In 1936 didn't we hear that a debt of more than forty billion would ruin the United States?)

6. Will the Japanese who are American born be allowed to fight for us? What will become of them after the war? What are they doing now?

(Is racial inheritance an inescapable ball and chain even in the land of the free?)

7. Has Russia backed down in her aim

EDITOR'S NOTE: In Royal Oak, Mich., High School, the pre-induction information unit is in third-year English classes. It is taken by girls as well as boys, so that girls can "understand something of the experiences that boys are facing today". Many of the questions concern the broad and basic problems of the war. Here, says the author, who teaches the unit, you can't either give a pat answer or go on to the next question—it's a time for honest classroom discussion.

to go just as far as she can in promoting Communism?

(Or to state it in reverse—have the United States and Great Britain reversed their policy of disapproving of Russian Communism?)

8. Why doesn't the United States have a tougher way of treating prisoners—like the Axis does? (To hate or not to hate and how, those are the questions.)

9. How will the boys be changed by the war? (Can girls who have not been in the war make the necessary adjustments to boys who have seen combat service?)

10. Will we have to fight Russia after this war? (What secret diplomacy was hinted at by the Pravda report?)

11. Must we take on all the problems of other countries? (United States: Bystander, referee, or riot squad?)

12. Will Germany rise to power again after this war? (Is a Germany with no power the way to peace?)

13. Why are men in uniform allowed to get drunk?

(Why is anyone allowed to do what someone else thinks he shouldn't? What is the

principle for which we are fighting around the world today?)

14. Why wasn't synthetic rubber more nearly ready for use? (Handle this question with rubber gloves!)

15. Who is expected to carry on this government if the young men of this generation are all killed in war?

(Of course they won't all be killed, but is the effectiveness of democracy reduced by the loss in war of much of the best of a generation?)

16. Why does the government take all the healthy boys and leave the sick ones? (Survival of the unfit?)

But, say you, "I don't know the answers." Of course you don't. Neither do I. Perhaps if we did, we would have passed the stage where a war is a "must" for every generation. But there are two good reasons why we teachers should encourage such discussion in our classes. The first is that these boys and girls need experience in beginning to think about the major problem of modern living everywhere. The second reason is just as good: teachers need the experience too.



Sweeping Changes Planned for British Education

At present the great majority of young people in the United Kingdom leave school at the age of fourteen. Entrance to higher schools is determined by examinations taken at the age of 11 or 12. Because the secondary or higher schools are thus selective, the children in them are capable of a very high standard of academic education. On the basis of limited observation there appears to be less emphasis upon history, government, economics, and current problems than in American schools. But British youth are thinking critically about their future.

One of the most interesting things about my visit was that it coincided with the beginnings of far-reaching educational advance. Plans are now before Parliament for the raising of the school-leaving age to fifteen at once, and to sixteen in the near future. A much discussed White Paper provides for three separate types of schools to meet different types of student abilities. There is proposed a secondary grammar school for children who are qualified for

academic studies and for entrance into higher schools and universities. Likewise secondary technical schools are planned for those whose interests and abilities lie in the field of practical and technical studies, and still a third type called the "secondary modern", where a general education will be given largely through practical subjects.

There are also important proposals for education after leaving school. A compulsory part-time scheme up to the age of eighteen is contemplated in the Young People's Colleges. Those who are going to universities will continue their education full-time up to the age of eighteen.

Very significant is the proposal for six months of some form of national service before going to the universities. From the age of eighteen, ability will determine the limits of opportunity offered. The state plans to foot the bill where talented students have not the financial means for university studies.

—WORTH MCCLURE in *The Colorado School Journal*.

WHAT BASIS for Student Government?

*Kelley vs. Allen on
delegated authority*

By
W. C. MCGINNIS

THE TWO ARTICLES on student government, one in the October and one in the December number of *THE CLEARING HOUSE*, are good. The fact that the second article is in criticism of the first one and in disagreement with it does not detract from the value of either.

In compiling the high-frequency questions that have been asked in all parts of the country in large and small schools Mr. Harvey has made a valuable educational contribution. That compilation is bound to be of great assistance to secondary schools. In writing the answers Mr. Allen has also made a valuable contribution. The questions and answers in the Harvey and Allen article are such that no school can afford to be without them if it is planning a student council.

The article by Dr. Earl C. Kelley contains several statements with which I am in complete agreement. "Student participation in government is not an extracurricular ac-

tivity" is one of them. Today we recognize the principle of learning by doing and the importance of participation experience in any field of learning, whether that field is medicine, farming, or citizenship. But in the matter of good citizenship we do very little in school except to talk about it, and we allow the pupils to do little more than that. A fair indictment of the American high school is that it is totalitarian in the relationship existing between the school administration and the student body.

"Faculty cooperation is not enough." That is true. The American secondary school in which the pupils are treated as personalities is the exception. The high school in which the pupils are encouraged or even allowed to contribute to the welfare of the school through purposeful participation in the administration of the school is a rarity.

"The article (the Harvey and Allen article) misses the spirit and essence of democracy, which is one's attitude towards his fellow man." Dr. Kelley has missed the concept of democracy which is the basis of the article by Harvey and Allen. That concept is that American democracy is representative democracy.

Dr. Kelley says that there are too many safeguards in the article by Harvey and Allen. He says, "More than once it emphasizes the fact that there must be only delegated authority. It is as though Mr. Allen did not expect the enterprise to succeed because of a lack of basic faith in the young people who are going to try to operate it."

Dr. Kelley, as so many people do, evi-

EDITOR'S NOTE: *The controversy in which Dr. McGinnis here takes part is basic to the whole structure of student government. Should the student council be operated upon delegated authority, or is that a "safeguard which misses the spirit and essence of democracy"? The two CLEARING HOUSE articles to which Dr. McGinnis refers are Harvey and Allen's "The 20 Questions on Student Government" in the October 1943 issue, and Kelley's "Too Many Safeguards Kill Student Government" in the December 1943 issue. Dr. McGinnis is superintendent of schools of Perth Amboy, N. J.*

dently thinks of democracy as something other than our American representative democracy. Delegated authority is of the essence of representative democracy. The authority of the principal is delegated authority, delegated by the state legislature, the board of education, and the superintendent of schools. The authority of the board of education itself is authority delegated by the legislature. The authority of the superintendent of schools as the executive officer of the board of education is delegated authority, delegated either by the legislature or by the board of education.

A student council cannot have any legal authority except delegated authority. The principal must be responsible for the management of the school. He is legally responsible to the superintendent of schools and to the board of education, and if the school is to function properly he must have authority commensurate with his responsibility.

The exercise of veto power is a necessary part of administrative procedure. At times the principal may have to exercise veto power over the decisions of the heads of departments, but the fact that he has a legal veto power lessens the need for its use.

The establishment of a student council does not mean that the student council is to run the school. No student council can be successful unless the pupils want it, and no one would advocate the organization of a student council without adoption of the

student-council constitution by the students. Whatever authority the constitution gives the council to represent or act for the pupils is delegated authority.

Too many people fail to recognize the fact that the United States is a representative democracy. Dr. Kelley says, "In adult life we must believe that everyone is capable of governing himself." That statement is an exaggeration to say the least. We don't believe, in adult life, that everyone is capable of governing himself.

Freedom of each, unrestricted, is anarchy. Freedom of the many is democracy but it is freedom under authority of law; it is freedom in which the liberty and the rights of the individual are restricted by the rights of others. In adult life many individuals who think themselves capable of governing themselves find their ideas and acts vetoed by the authority of officers and courts. This authority is delegated authority. Representative democracy, the American way, establishes the laws and the restrictions that govern American adults. These laws and restrictions are made through delegated authority.

Liberty and freedom in a democracy depend upon the right kind of democracy, and democracy depends upon the right kind of government. The United States is a representative democracy and the government is a representative government, in which delegated authority is of the essence of our democracy and our government.



Friday

By ROSAMOND McPHERSON

The members of the faculty
Violently disagree
Four days every week.
But on the fifth, the other cheek
Is often turned in sweet accord,
Because it's Friday, thank the Lord!

The ENGLISH Teacher Builds the Inner Armor

By HELEN MUTTON and
ISABELLE POHLABEL

IN A WORLD AT WAR, where the value of every activity is determined by its contribution to the winning of the war and the peace, it may be that some people examine the school curriculum and think of English as a subject removed from the immediate demands of the present crisis.

None of us who is teaching the subject has felt that this was the case, but in order to prove the value of our subject as well as to take stock of our efforts in the national emergency, we have listed here the activities in which we have engaged during the ordinary course of the work in our classes at Grosse Pointe. From this listing, it can be seen that our policy has been to relate all activities of the English class to the events about us—to make English functional.



EDITOR'S NOTE: *This article reports a large number of wartime classroom activities that have been effective in the English classes of Grosse Pointe, Mich., Senior High School and Junior High School. The English teachers of both schools cooperated in drawing up the report upon which this article is based. The authors prepared it for THE CLEARING HOUSE at the request of Paul L. Essert, superintendent of schools of Grosse Pointe. The first half of the article is by Miss Mutton, chairman of the Senior High School English department; the second part is by Mrs. Pohlabel, chairman of the Junior High School English department. "It takes a cooperative report of this nature," writes Dr. Essert, "to bring to light a great deal of the fine things that teachers are doing quietly to strengthen the moral character of this nation."*

SENIOR HIGH ACTIVITIES

We have not spectacularly and suddenly revamped our whole program, but we have been conscientiously trying to teach patriotism with all that it implies: an appreciation of the ideas for which we fight and for the literature which reflects the establishment of our great nation; participation in the expression of ideas.

These activities connected with the war effort are common to all classes of the senior high school. For example, an optional theme on "How the War Has Affected My Family" is treated in various ways in different classes; the English teacher passes on to the homeroom teacher any letters which reveal real problems. We participated last year in a project of the Junior Red Cross, by writing letters to England. These letters contained explanation of our activities in the war effort, and of our community life, their main purpose being to promote better understanding between the peoples of the two countries.

We discuss and learn the army, navy, and marine insignia, requirements for advancement in rank, etc. Through government bulletins and pamphlets put out by the NEA all classes study the life of the armed forces: induction, possibilities of continuing education or occupational training, etc.

We make studies of the United Nations: their flags and customs, and the literature of their people. Such documents as *The Atlantic Charter*, *The Four Freedoms* (F. D. Roosevelt), *How to Win the Peace* (Thomas Mann), *Foundations of the Peace* (Wallace), and the conference at Teheran have been studied and discussed. The Eng-

lish course is always kept timely by discussion of such conferences and documents as they become news.

In our sophomore course in composition, pupils participate in the letter-writing unit by writing to relatives or acquaintances in the service. Frequent oral discussions of current situations involve the use of library pamphlets, newspapers and magazines—current sources of information. An investigation speech on "Modern Living and the Current Conflict" has been required.

One piece of writing (poetry, story, essay) is produced by each pupil on such topics as: "Rationing", "Points", "Spirit of War", "Future Horizons for the Chemist" (or some other profession), "War Comes Close to Home", etc. Stress is continuously placed on the spelling and meaning of war terms. In the final examination one topic upon which the pupil may write is his interpretation of being an American.

The early writings of our country reflect the struggles of our forefathers to establish the ideals which we are fighting to preserve. It is natural, therefore, that the American literature course offered during the entire second semester of the sophomore year should be approached from the viewpoint of showing how great literature is a reflection of the growth of the American spirit. Various themes in keeping with the basis of our present struggle are stressed. A few are listed, with examples:

THE HOME

Death of the Hired Man, by Robert Frost
All folk stories and spirituals

THE SPIRIT OF INDUSTRY

Chicago, by Carl Sandburg
Prayers of Steel, by Carl Sandburg
Textiles (a play), by Sherwood Anderson

PRIDE IN COUNTRY

Farewell Address, by Washington
Gettysburg Address, by Lincoln
Mountain Man, by Vestal
The Oregon Trail, by Parkman
The Promised Land, by Antin

WAR AND WHAT WE FIGHT FOR

Beat, Beat Drums, by Whitman
When Lilacs Last in the Dooryard Bloomed, by Whitman
Lincoln, the Man of the People, by Markham
Abraham Lincoln Walks at Midnight, by Lindsay
Lee in Defeat, by Page
Sam Houston at San Jacinto, by James
Grass, by Sandburg
Buttons, by Sandburg
It Is a Strange Thing—to be an American, by MacLeish

Eleventh-grade composition has panel discussions and round-table discussions on such topics as "Problems of a Lasting Peace" and "Why We Are Fighting a War". Speakers from these classes are sent out to give pep talks and collect for the Junior Red Cross, to sell bonds, etc. Another assignment calls for a letter, essay, or journal depicting life in Grosse Pointe if the Axis were victorious. There is a study of the various propaganda devices. Reports on books about the war are made, and vocational-opportunity themes deal with training in industry or service.

The theme of the United Nations is definitely promoted in the English literature course (second semester of the junior year). The basic philosophy of understanding and tolerance is brought out in the study of poetry and stories, etc. In connection with a study of Pepys' *Diary*, pupils keep a similar diary on the present war effort. A study of poetry and stories dealing with the first World War provides subject matter for discussion of the present situation.

Creative writing, a course in the senior year, devotes much time to poems, essays, short stories, and dramas on the war, especially as it affects the lives of pupils. Journals which are kept in this class reflect pupil reactions to the war and other current happenings.

In world literature, also offered in the senior year, we study the writings of great authors of various countries to see how they reflect the progress of civilization—lust for power, racial feeling, great battles,

the rise and fall of great powers, the thoughts and customs of people of different countries and periods (e.g., Tolstoy's *War and Peace*, Hugo's *Les Misérables*). The literature of World War I provides material for comparison with the present conflict.

Pupils in journalism, which may be elected in the eleventh or twelfth grades, produce our school newspaper, *The Tower*. It covers the war activities of the school completely, devoting an average of better than one-fourth of the material in each issue to war activities. It has even received special commendation from the National Scholastic Press Association because of its coverage of war activities.

Speech and drama, elective in the twelfth grade, contribute numerous speakers who go to various rooms to assist in drives—for the Junior Red Cross, the sale of War Bonds, etc. Many pupils select topics connected with the war for their speeches.

"Letters to Lucerne", a play produced by Pointe Players, is an example of a production which promotes tolerance and understanding.

JUNIOR HIGH ACTIVITIES

The junior-high-school English courses, like those of the senior high school, reflect the changes that come about in war time, although these changes are in no instance a radical departure from what has formerly been taught, and there has been no slackening of emphasis upon such skills as reading, grammar, spelling and composition.

An activity common to all courses is the stimulation of leisure reading. Teachers report that about eighty per cent of all reports are on books dealing with some aspect of the war. These include not only fiction, but biographies, scientific books, and historical accounts of campaigns and military strategy. Junior-high-school pupils read avidly the same books chosen by adults and show an amazing interest in these subjects.

An activity in the seventh grade that has

presented a realistic interpretation of the war is a program called Service Day. Pupils bring trophies of war, medals, insignia, and various articles for an exhibit, and talks are given to explain their meanings and significance. Other pupils give reports on such topics as war slang, heroic events, and anecdotes they have heard. Letters are introduced as an activity, and pupils are instructed in the kind of news that should be written to boys in the service. They are encouraged to mail the letters they have written.

Themes show the interest that pupils have in discussing the effect of the war upon their own lives. Poetry and stories alike are inspired by a brother leaving for service, rationing restrictions, war work, and countless other topics of this type.

The literature course in the seventh grade includes a unit, "Adventures in Many Lands". These stories have their settings in the lands where many of our boys are fighting. An appreciation and tolerance for the customs and creeds of other people is developed. Discussion frequently centers about the meaning of democracy and the part each person plays in becoming a useful member of society.

The classroom itself becomes an expression of these interests. Bulletin-board displays are arranged to help pupils visualize the meaning of war. "The Four Freedoms" by Norman Rockwell, and pictures of foreign lands and of new scientific developments aid in creating interest in a world that is changing so rapidly.

In the eighth grade the pupils participate in panel discussions on timely topics. Speeches here emphasize the choice of a vocation, and the English teacher works with the homeroom teacher in helping pupils to choose books and do research in connection with careers in order to plan their high-school courses more wisely.

In this grade a great deal of interest is shown in theme topics dealing with the war. Each year essays are submitted to such

contests as the Veterans of Foreign Wars Women's Auxiliary on a topic named by them, such as "United We Win", or to the Daughters of the American Revolution on "Our Flag".

The pupils also write a theme on the topic, "How the War Has Affected My Family". This assignment has been valuable in helping teachers to know the adjustments that have been necessary in many homes and which have had a marked effect upon the happiness of the child.

The eighth grade also includes a unit on patriotic literature. Here we read "The Man Without a Country" and poetry with a strong patriotic appeal.

In the ninth grade one of the major assignments is a long paper based upon about four weeks of intensive research. Pupils are required to choose a topic related to the war, and the variety of subjects covered gives a remarkable review of information about the world today. Ninth-grade pupils also write skits for assemblies to stimulate interest in the War Chest campaign and Bond Drives, and prepare speeches to give in homerooms.

The literature chosen for this grade level is provocative of much discussion about current problems. *Julius Caesar* becomes strikingly modern as pupils discuss lust for power and the rise of dictators in present-day politics.

Pupils of the ninth grade learn more about letter writing, with emphasis upon V-mail, and also prepare contest material for organizations—Veterans of Foreign Wars Women's Auxiliary, Daughters of the American Revolution, etc.

Extracurricular activities of the English department include the publication of a newspaper and a literary magazine. *The Pierce Arrow*, a newspaper for the junior high school, covers news on such events as salvage drives, Red Cross activities, sale of war stamps and bonds, and stories of heroes in the service. It has been a factor in the successful "Jeep" campaign, in which enough stamps were sold to buy three Jeeps this fall.

Inklings, a publication containing the creative writing of the pupils at Pierce Junior High School, is evidence of the serious thinking that pupils of this age are doing about the business of winning the peace.

This report does not pretend to be a complete listing of all the ways that the war touches upon English. It represents, rather, the way in which English utilizes the material of the everyday world by helping the pupil to a better understanding of his own country and what it stands for, and by giving him concrete guidance in the part he is expected to play in the preservation of his nation's ideals.



A Business Teacher's Summer

Since my summer work, my conviction as to the necessity for commercial teachers getting real experience in offices has grown. It was ten years since I had worked in an office other than my own. There is no comparison between the office of today and that of ten years ago!

I decided that there was no more vital work than airplane manufacture and chose a plant in Ohio. There was no difficulty in getting a position, even though the employer knew that I was there only for the summer. I worked as assistant buyer in the

department where screws, bolts, nuts, turnbuckles, and pins were bought for gliders and cargo planes. You can imagine how foreign such a position was to my past experience. Yet the pay was more than I have ever received in teaching. Both my ideas and my purse were "refreshed."

I have returned to my teaching position with a new determination to turn out first-grade secretaries and office workers. I have a better understanding of what is required.—MARGARET B. KILBY in *Business Education World*.

BROADCASTING CLUB

Uses Address System in 22 Ways

By WILLIAM J. HAGENY

MANY OF THE public high-school buildings constructed in the last ten years have a complete installation of a centralized radio-sound system. Ordinarily, these systems are quite elaborate and in most cases represent a considerable investment of capital outlay funds. Frequently, however, after the initial period of enthusiasm, these elaborate systems remain relatively inactive. This seems to be the case particularly in the use of the public address units of microphones and phonographs. The radio phase of school centralized sound systems seems standardized in most schools having such equipment, with regular scheduling of network educational programs and newscasts.

Industry, particularly newly-created defense industries, have adopted the use of the public-address system with enthusiasm, piping recorded music to the workers at various times of the day. They report a decrease in workers' fatigue and an increase in worker morale as a result. Such factories as the famous Jack and Heinz plant in Cleveland, Ohio, "broadcast" music and also use the microphone and loudspeakers for announcements, "pep" talks, and plant meetings.

Some high schools report a variety of uses for their public-address systems. Such a school is the Haldane Central School, where these activities are centralized in a

school extracurricular club, called the Broadcasting Club. This club consists of a crew of boys who have charge of the equipment, act as announcers, set up the equipment, monitor the programs, write scripts, file recordings, and take care of a multitude of other details.

The equipment consists of the following:

- Three microphones
- Two portable phonographs
- Two power amplifiers
- Volume control switches for amplifiers
- Selector switches for all room loudspeakers
- Remote control volume controls in the auditorium, cafeteria, and music room
- Extra large loudspeaker in the auditorium
- Main control panel

The system is extremely flexible and provides facilities for the following:

1. Two channels of amplification.
2. Two-way loudspeaking communication between control panel and classrooms.
3. A remote control system in the auditorium, music room, or cafeteria, handled by switching devices on the principal's control panel.
4. Loudspeakers in all rooms of the school.
5. Mixing of recorded music and speech.

Most of the equipment is housed in a small room off the main office of the school, with the amplifiers located in a steel cabinet in that room. This room also contains several racks of records of music, both popular and classical, and sound-effects records. There are also many albums, such as the Dickens' *Christmas Carol*, the *Songs of Safety* album, historical recordings such as the *Ballad for Americans* album, the album, "I Hear America Singing", a dramatic al-

EDITOR'S NOTE: *Haldane Central School, Cold Spring, N. Y., where the author is supervising principal, seems to be getting its full money's worth from its investment in a public-address system. The reason is the school's busy Broadcasting Club, whose activities are explained in this article.*

bum of *Battle Hymn of the Republic*, the Orson Welles album on George Washington, and the recording, *Then Came War*.

There are also musical albums of American waltzes, an album of square dances, several albums of army and navy marches, and racks of records of popular music.

In addition to the record albums, there are sound-effects records of trains, automobiles, ambulances, air-raid noises, airplanes cruising and diving, wind howling, rain pattering, a fox hunt, an avalanche, bugle calls, circus calliope, hurdy-gurdy fanfares, Christmas bells, machine guns, artillery barrage, and many others.

Transcriptions of recorded speeches include Madame Chiang Kai-shek's address to the House, the President's declaration of war speech, and others.

There are also recordings of the voices of Helen Hayes, John Barrymore, Raymond Massey, Charles Laughton, Orson Welles, Paul Robeson, etc.

All of the records and albums are numbered and indexed on a wall-chart. They are all 78 r.p.m.

The broadcasting booth contains a file of radio scripts from the U. S. Office of Education, several volumes of commercial radio scripts, original radio scripts, and a miscellaneous collection of pamphlets on broadcasting, sound effects, etc.

Some of the activities of the Broadcasting Club of this school follow. Not all of them are activities of the club in a single year, as they vary with the current demands and interests of the school and club members.

1. School announcements over the public-address system every morning at attendance period.

2. Emergency announcements during the school day.

3. Announcements to initiate air-raid drills.

4. Narration with background recorded music for school pageants and tableaux.

5. Overture and entre-act recorded music for school dramatic presentations.

6. Announcements at school basketball games.

7. Sound effects for school dramatic presentations on the stage.

8. Seasonal recorded music at Christmas time between the passing of classes.

9. Microphones for speakers in the school auditorium.

10. Microphone at outside events by utilizing the sound apparatus of the 16 mm. school sound projector.

11. Recorded program to elementary classrooms, such as "Songs of Safety", and Dickens' *Christmas Carol*.

12. Recordings for English classes, such as the Orson Welles recording of *Julius Caesar*.

13. Programs for high-school homerooms, such as a "Quiz" contest between two homerooms.

14. "Music Appreciation" broadcast of recordings to homerooms during homeroom periods.

15. Recordings of popular music for school dances.

16. Assembly program of original dramatic sketches.

17. Microphone for soloists with dance orchestras.

18. Microphone for a fashion show announcer at a school benefit.

19. Microphones used with the school chorus to increase volume of part singing or to produce novelty song effects.

20. Production of original radio dramas at a nearby radio station for War Bond campaigns and promotion of local charity events.

21. News broadcasts by current-events classes.

22. Explanation by microphone of stereopticon slides or silent movies.

Many of these activities were possible only because of the extremely flexible public-address installation, which permits "mixing" of records and voice, and also because of the remote volume control feature in the wings of the school stage, and the portable

phonographs. However, in many cases schools fail to use their public-address facilities fully because they do not utilize the interest and enthusiasm of high-school pupils to form broadcasting clubs.

Too frequently the public-address sys-

tem is the principal's special toy and the equipment remains unsoiled by pupils' hands, safe in the inner sanctum of the principal's office. It is a good way to protect the equipment, but a poor way to utilize an important educational device.



True Confession

I have come to the conclusion that I am suffering from what seems to me to be an occupational disease. . . .

The symptoms, if my case is typical, are similar to those commonly associated with middle age: the resilient-sagging waist line, the predilection for soft easy chairs, the reluctance to stray from established routine or to sally forth from the comfortable retreat of settled opinions, and the abhorrence of the new, the untried, and the problematical. . . .

For one thing, I find that I own a dozen good sets of lesson plans. I know the texts; I have the problems of routine and organization worked out; I can forecast my results; and I have a modest but established reputation for a quality of teaching not inferior to that of my colleagues. In short, I have little to worry about. My tenure and pension rights cushion me in comfortable security. There is nothing between me and a serene old age except the pleasant task of punching the time clock and following the well-tested and orderly schedule of my numbered, dated, typewritten lesson plans, which yield an organized procedure that is by this time more like a ritual.

Every six months I check myself against a teacher's rating sheet; I put on an especially sprightly performance for my chairman two or three times a term; and to prove I am conscientious, change a motivation or alter the entire procedure of a lesson plan, here and there. But of this last, not too much; why change the proven good for the doubtful new? . . .

If *High Points* publishes new lists of books on understanding the war, understanding the nature of fascism, understanding our allies, understanding America, its promise and its deficiencies, shall I impose these choices over *The Last Day of Pompeii* for collateral reading? Besides I have my old lists. Who will mimeograph new ones for me?

I have been using the *Reader's Digest* for years. Shall I now make the occasional change to Louis Adamic's *Common Ground*—a magazine not nearly as entertaining even if it is devoted to mutual understanding of the common racial stocks of

America? The matter is somewhat annoying.

These are but a few among dozens of disturbing problems and issues. It's all a very distracting business. I'm comfortable; I'm well set; I've got my hands full enough to consider myself professionally alert. Let the hurricane roar. Let the chairmen do the rest. Let them worry about interdepartmental correlation. It's a good idea. Social Science and English—there's something to it, I suppose; but let the young people handle it, let the administration work it out. I feel the old symptoms coming back—the old ailment. Where's my easy chair? I'll write out another check for war bonds. . . .

I'm a bit worried about the young people coming out of college into the teaching profession in the next five years. . . .

I have a feeling that the incoming teacher will have nothing but a wry smile for the flotsam of superannuated lesson plans drifting on stagnant waters. . . .

And of our texts she will want to know what we are using that lends fuel to the burning issue of the proposed brotherhood of men and nations. Does the class have in literature an example of man's inhumanity to man? Economic? . . .

As applied to the theme or problem or plot situation, do English classes pause a moment to consider whether the bright currency of the four freedoms would have purchased the solution to a happy, rather than this tragic, denouement? How is still another story as a manifestation of the American spirit, or national character or destiny? Have we literary evidence to suggest that the splendid Pan-American spirit is merely the European spirit at last liberated? Does such and such a biography contribute to that noble galaxy of Americans All—Immigrants All? . . .

But all this involves such a bother, such an enervating course of action. I don't know. It's a question whether I should worry too much about vague moral obligations and a mythical teacher-in-training, as against abandoning myself to the delightful comforts of an occupational disease.—CHARLES E. SLATKIN in *High Points*.



SCHOOLS *for* VICTORY



Department of ideas, plans and news
on the high schools' part in the war

Blood-Donor Drive: 7,000 Pints

A blood-donor drive sponsored by Victory Corps members in Philadelphia, Pa., high schools was responsible for pledges of almost 7,000 pints, says *Education for Victory*. A second drive for blood donors began March 1.

Answers to 376 Questions on Armed Service

Service in the Armed Forces is a new 90-page, illustrated pamphlet issued by the U. S. Office of Education to take a load off the shoulders of high-school counselors by answering some 376 of the questions that young men of 17 and 18 have been asking.

In addition to the questions and answers, there are 60 illustrations, several pages of reference bibliography on all branches of the service, and an index.

"This is a booklet that should be in the hands of every young man between 17 and 18 years of age," states U. S. Commissioner of Education John W. Studebaker.

A general-information section answers questions about registration for Selective Service, deferment, physical examination, entering particular branches of the service, etc. And there are sections on the Army, the Army Air Forces, the Navy, the Coast Guard, the Marine Corps, and the Merchant Marine.

Copies may be obtained at 20 cents each from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. There is a 25% discount on orders for 100 or more copies.

Race Pamphlet Basis of Assembly Program

The Races of Mankind, is a Public Affairs Committee pamphlet written by Prof. Ruth Benedict and Dr. Gene Weltfish, which discusses such questions as the following:

Do the peoples of the earth have a common origin as the Bible says they have? Why do some people have light skins and others dark? What does the size of the brain or the shape of the head have to do with intelligence or character? Is everybody's blood the same or isn't it? What are the tests of

racial superiority or inferiority? Does the term "Aryan", as Hitler uses it, have a meaning? Is there a "pure" German? What's the difference between a "race" and a "nation"? Why are some people war-like and others peaceable? What races have made the greatest contributions to civilization? Why does race prejudice exist? Is there a cure for it?

An assembly program based upon *The Races of Mankind*, written by Mrs. Alice B. Nirenberg, New York City teacher, has been given in Girls' Commercial High School and other schools of the city. The script of the program, "Meet Your Relatives", was published in the January 1944 issue of *American Unity*, and also has been published as a pamphlet by the Public Affairs Committee.

"Meet Your Relatives" is an "illustrated lecture" with dramatized interludes by pupil groups, including the singing of pertinent lyrics written to the tunes of "Pistol Packin' Mamma" and "Love Thy Neighbor". Large-scale copies of the humorous, simple line drawings in *The Races of Mankind*, done by pupil artists, were used on the stage.

Copies of *The Races of Mankind* may be obtained at 10 cents each from The Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, N.Y.

"Meet Your Relatives", the script of the assembly program, may be ordered from the Committee at 5 cents a copy. The script includes directions for staging the dramatic effects and skits, the cartoons that are to be enlarged for stage use, and suggestions for additional sketches that pupils may create.

7,200 Junk Jewelry Items

The girl pupils of Lowell High School, San Francisco, Cal., have donated to the armed forces 7,200 pieces of their junk jewelry—bracelets, necklaces, and pins—says Rafael Piscitelli in *Sierra Educational News*. This dime-store hoard will be used to compensate South Sea Islanders for various services to our troops.

Gardening Films, Bulletins

Victory Gardens for Community, Home, and School is a new 25-cent pamphlet compiled by Dr. Lili Heimers, listing films, slides, and pamphlets on various phases of gardening. Copies may be ob-

tained from the Visual Aids Service, College Library, State Teachers College, Montclair, N.J.

"Drive Committee" Sells to Special Groups

Pupils of Central High School, Providence, R.I., have a Drive Committee whose members promote purchases of stamps and bonds in groups outside the school.

One girl sells six \$25 bonds each month to employees of a local restaurant. Another sells \$50 in war stamps each week in the factory where her mother works.

This is an idea.

Lunchrooms Sell Stamps to End Food Waste

The children in two large Wilmington, N.C., schools, it seems, had more money than they knew what to do with, and were creating a noticeable waste of food in the schools' lunchrooms.

A two-pronged drive in those same lunchrooms is now combatting the food waste and gathering in the pupils' surplus money for war stamps.

As for the situation reported to THE CLEARING HOUSE, so much food was being wasted by the pupils that often those who ate in the second shift found very little food available. The pupils had so much money that they would buy more than necessary, throw away half-finished sandwiches and buy more.

When the schools' war-stamp committees saw the situation, they planned to corral the loose money for war stamps. Today, stamps are being sold over the counters of the two lunchrooms. And a campaign is on to convince pupils that they must conserve food and put their surplus money into war savings. So far the lunch-counter sale of stamps in the two schools has totaled \$26,000.

Pupil-Contest Bond Selling Nears County's Quota

A stamp and bond selling contest between the high schools in Ritchie County, W.Va., unexpectedly accounted for most of that county's E Bond quota during the Fourth War Loan Drive.

The owner of the movie theaters in Pennsboro, Harrisville, and Cairo, all in Ritchie County, offered to turn over one of the theaters for a special show to the pupils of the school selling the largest amount of E Bonds during a two-week period. The pupils of the competing schools canvassed their communities so earnestly that total sales recorded

by the schools were \$75,037.50—very close to the county's whole E Bond quota of \$78,400.

Winning Pennsboro High School pupils took over the Penn Theater for an afternoon, having been dismissed from school for the occasion.

One county principal had this to say of the efforts of the pupils: "If the boys and girls hadn't taken over, we'd never have reached some parts of the County."

Training Films Pour Out to Shorten Instruction

A saving of 25 to 35% in the time required to train war-industry workers in high schools and vocational schools has been made possible through the use of training films and related visual aids prepared by the U. S. Office of Education, according to an announcement from that office.

More than 30,000 prints of the first 48 training films have been sold and are now in use throughout the United States and in many of the United Nations. An additional 50 training films were released by January 1, 1944. About 100 others were in production and are being released from time to time, and an additional 300 have been planned.

The unit of instruction on each subject consists of the training film, which is a sound movie; a silent filmstrip; and a teacher's manual. The film-strip contains key still pictures from the film, enabling the instructor to hold photographs on the screen so that they may be discussed with the class. The average price of a training film subject is \$22.

These films are distributed through Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N.Y.

United Nations Review

The *United Nations Review* is a free monthly periodical published by the United Nations Information Office, 610 Fifth Ave., New York City. The *Review* contains summaries and excerpts of documents on war and postwar problems.

"Community Canning": New Training Film

"Community Canning" is the title of a Visual-training unit recently released by the U. S. Office of Education. The unit consists of a 16mm sound motion picture, running time 17 minutes; a silent filmstrip; and an instructor's manual.

The unit shows how and when to pick vegetables (in this case, snap beans); how to wash, snap, grade, blanch, and season the beans; how to inspect and prepare the cans, then to pack and exhaust them;

(Continued on next page)

SCHOOLS FOR VICTORY (*Continued*)

how to label and seal the cans; how to use a pressure cooker, or retort; and how to cool, dry, and store the cans.

The film is distributed through Castle Films, 30 Rockefeller Plaza, New York 20, N.Y. Price of the motion picture is \$24.60, the filmstrip is \$1, and the manual is free. The filmstrip reviews, clarifies, and supplements the movie.

Full Credit for High School War Work Class

A course in which articles needed by the Red Cross are actually produced in quantity, and for which full credit is given toward graduation is offered by Lincoln High School, Tacoma, Wash., reports *Washington Education Journal*.

The course was initiated in the home-economics department in the spring of 1943. There were 30 junior and senior girls in the class for the fall of 1943.

The Red Cross furnishes materials and patterns for the work. Recently the girls were busy producing quantities of such items as hospital slippers, hot-water bottle covers, and Red Cross-relief clothing.

The course will be offered as long as there is need for emergency production. States Miss Edith B. Ramsay, who teaches the class: "This is the first concerted effort on the part of high-school pupils that has been incorporated into the school curriculum, and for which full credit is given, as far as I know."

Principal's "Service Letter" Follows Boys Abroad

"One of the newest, and I might say best liked, projects that our school has undertaken in the war effort," writes Milton S. Pope, Principal of Indian Lake, N.Y., Central School, in a letter to this department, "is the 'Service Letter' which we send on the 10th and 20th of every month to 130 Indian Lake people now in the armed services.

"The Letter is written by the principal, with some help from others. The project started out as just an annual event—but the response was so great that the twice-a-month issues seemed desirable.

"The Christmas 1943 Letter, sent in November, contained \$1 bills for those in this country and subscriptions to a popular magazine for those abroad. This involved an expenditure of \$150, which was donated by the junior class from the proceeds of its play. The money to finance the 'Service Letter' is raised by donation. It costs

about \$5 an issue to send out, and funds on hand early this year will pay for the project until June.

"The typing, mimeographing, and addressing of envelopes is done by the Student Council, Victory Corps members, and other pupil helpers.

"That the Letter, with home town news, comments of service men, notices of advancements in rank, and addresses that shift from time to time, is appreciated, is certain. It is not unusual for the school to get from 50 to 60 replies from one issue. The present title of the Letter was selected by those who receive it.

"I am jealous of the privilege of writing the Letter, and would not like to give it up. Parents continually stop me on the street to tell me how much their sons or daughters appreciate the Letter. It is in my mind one of the most valuable projects of our school in the war effort. One soldier said that it should have been called 'Morale Builder'."

What Justifies a Junior Red Cross Chapter?

Advice and warnings concerning Junior Red Cross chapters in the high schools, summarized from a district meeting of chapter sponsors at Pontiac, Mich., are reported in *Junior Red Cross Bulletin*:

There is little financial advantage in large enrolments. The advantage is in the educational program which should follow that enrolment. The schools don't need a Junior Red Cross program to give children character education and the feeling that living in a civilized community (and particularly under a democracy) calls for a lot of sharing, a sense of social responsibility, and service. However, the Junior Red Cross can enrich the school's program in this field if we are on the job in making the program a teaching tool. The teacher-sponsor is the "make-or-break" person.

JRC is not just a nut-cup program—not just making things for servicemen. It is our duty to suggest other ways of making membership real, for the Achilles heel of JRC is that we haven't developed a membership sense. Children automatically enrol, but don't know what it is all about. If we hear the criticism, "We enrolled, and then weren't given anything to do", we have missed our chance.

Members should find satisfaction in doing for others, not in the accumulation of certificates, hours, and insignia. The JRC ideal, which we should promote, is that where there is a need, members have an obligation. Adults should not plan for members, but *with* them to meet these obligations.

How reliable and valid is the V. C. test on Aeronautics Aptitude?

By

ARTHUR E. TRAXLER

SINCE THE BEGINNING of the war the number of pupils taking courses in pre-flight aeronautics in American secondary schools has increased from a few hundred to more than 300,000. Although the growth of these courses is, to a considerable extent, due to military needs, it seems probable that such courses will have an important place in high schools in the post-war period, for there will undoubtedly be a marked development in civil air transportation during the years immediately ahead.

The introduction of aeronautics courses in high schools has led to a need for appraisal of the aptitudes of secondary-school pupils for study in this field. One of the measuring devices prepared recently in response to this need is the Victory Corps Aeronautics Aptitude Test,¹ published in 1942 by the United States Office of Education for use in Grades X, XI, and XII.

This is a 90-minute test divided into three sections and including 100 items on science vocabulary, reading comprehension, judgment, perception of form, information, mechanical comprehension, and simple mathematics. The test is administered with a separate answer sheet which is easily scored by means of a stencil.

EDITOR'S NOTE: *As far as the author and the editors know, this is the first published report offering statistical information on the reliability and validity of the Victory Corps Aeronautics Aptitude Test. Dr. Traxler here presents four conclusions based upon the findings of a study made by the Educational Records Bureau, of New York City. The author is associate director of the Bureau.*

The test has been employed in a considerable number of public schools, and public-school norms are available for it. Some independent-school norms, based on testing in a small number of schools, were obtained by the Educational Records Bureau as a result of the experimental use of the test in the Bureau's 1943 fall program.

Since no statistical information on the reliability and validity of the test seems to have been published, the purpose of this brief article is to summarize the findings in a study of the results of the test among independent-school pupils.

Spearman-Brown odd-even reliability coefficients were computed on the basis of the scores of three groups of independent-school pupils. The results are shown in the following tabulation:

Grade	No. of Pupils	Predicted <i>r</i>
10	118	.883
11	179	.884
12	165	.898

The three correlations are in close agreement. They indicate that as far as pupils of independent secondary schools are concerned, the Spearman-Brown reliability of the Victory Corps test at a single grade level is slightly less than .90. While the reliability is a little lower than is desirable for a test that is to be used as a basis of individual prediction and guidance, it is probably as high as one can expect in a test of 100 items which are necessarily quite heterogeneous in order to sample anything as broad as aeronautics aptitude.

In appraising a test of aptitude for a

¹ A more detailed study of this test appeared in Educational Records Bulletin No. 39, January 1944.

special field, one needs to know whether it measures a set of aptitudes essentially different from those covered by a test of general intelligence or scholastic achievement. A certain amount of overlapping between the scores on the two types of tests can be expected, since general academic aptitude is important in the study of nearly every subject, but the correlation should not be extremely high.

The following correlations were obtained between scores on the Victory Corps Aeronautics Aptitude Test and total scores on the American Council Psychological Examination, 1943 College Freshman Edition:

Grade	No. of Pupils	r	P.E.
10.....	50.....	.545 ± .067	
11.....	91.....	.660 ± .040	
12.....	84.....	.656 ± .042	

It is apparent that there is a considerable degree of positive relationship between scores on the Victory Corps test and scores on the American Council test, although the relationship probably is not higher than

Since neither the Victory Corps test nor the American Council test is perfectly reliable, the correlation coefficients do not show exactly how much overlapping there is between the fields measured by the two tests. When one corrects the total-score correlations for attenuation and strikes an average, he obtains a result fairly close to .7. It appears that the areas covered by the two tests have many elements in common, although they are by no means similar in all respects.

In appraising the validity of the Victory Corps Aeronautics Aptitude Test and its value as a separate predictive measure, one needs information concerning its relationship to measures of achievement in fields such as mathematics and science, which logically seem related to aptitudes for the study of aeronautics. The following correlations based on results obtained several months apart from a small number of cases were found between scores on the Victory Corps test and scores on Cooperative tests in algebra, geometry, science, and physics:

VALIDITY: VICTORY CORPS TEST vs. COMPARABLE TESTS

<i>Victory Corps Aeronautics Aptitude Test versus</i>	<i>Grade*</i>	<i>Cases</i>	<i>r</i>	<i>P.E.</i>
Coop. Elementary Algebra—Form T	10	28	.349 ± .112	
Coop. Elementary Algebra—Form S	11	24	.705 ± .069	
Coop. Intermediate Algebra—Form T	11 & 12	31	.365 ± .105	
Coop. Plane Geometry—Form T	11 & 12	23	.537 ± .101	
Coop. Science for Grades 7, 8, & 9—Form S	11	23	.827 ± .045	
Coop. Physics—Form ERB-T	12	22	.703 ± .073	

* Grade when Victory Corps test was taken.

is usually found for a test of academic aptitude and a test of aptitude in one fairly broad field of study. Correlations were also found between the Victory Corps scores and scores on the separate linguistic and quantitative sections of the American Council Psychological Examination. It was found that on the whole the scores on the Victory Corps test were slightly more closely related to total scores on the American Council test than the scores on either the linguistic or the quantitative section of that test.

Perhaps because the groups are so small there is wide variation in the correlations with the algebra test. The correlation with the intermediate algebra test and one of those with elementary algebra are low and of doubtful significance. The other correlation between elementary algebra and aeronautics aptitude is fairly high. The correlation with the plane geometry test is significantly positive, although not high.

The correlation of the aeronautics aptitude test with science for grades 7, 8 and

g is high and the one with physics is fairly high. The relatively high correlation between the Victory Corps test and the Co-operative science test may be due partly to similarity in types of items employed in the two tests.

It is hazardous to draw conclusions on the basis of correlations using so few cases, but so far as the data may be interpreted they indicate that the aeronautic aptitude scores have low but probably significantly positive correlation with mathematics achievement and rather high relationship to science achievement. Thus, the results afford a small amount of evidence somewhat favorable to the validity of the Victory Corps test.

The conclusions may be summarized as follows:

1. The reliability of the Victory Corps Aeronautics Aptitude Test is slightly less than .90, which is a little lower than is desirable for a test that is to be used in the guidance of individuals but is fairly satisfactory for a test designed to measure a composite of aptitudes as heterogeneous as those which are involved in the study of aeronautics.

2. There is a considerable amount of du-

plication between the aptitudes measured by the Victory Corps test and the American Council Psychological Examination, a test of general academic aptitude. The correlation corrected for attenuation is close to .70.

3. Scores on the aeronautics aptitude test seem to have a low but significantly positive relationship to achievement scores in mathematics, and a fairly close relationship to achievement scores in science. However, this tentative conclusion is derived from correlations using groups which were quite small.

4. Schools which do comprehensive scholastic aptitude and achievement testing annually may not find it worth while to administer the Victory Corps Aeronautics Aptitude Test until it has been further refined, for it seems probable that this test would duplicate to a considerable extent information already available from some of the other tests. However, schools which are introducing or have recently introduced courses in pre-flight aeronautics but do not have regular testing programs probably could use the Victory Corps test to advantage in guidance and placement of potential pupils in these courses.



Antique Textbooks

Legislative reports and education commissions of inquiry can recommend few administrative changes half so vital and far-reaching as those that could be effected through a shift in texts. Two-thirds of those now in use—the deadwood—could be discarded as a service to our youth, while half the remaining third should be re-edited for contemporary use, eliminating antique introductions, gratuitous chronological tables and absurdly inept bibliographies.

As to personnel, in the long run teachers, even after the most searching examinations, are likely to remain pretty much what they have always been, conscientious, painstaking, and beset by the usual human frailties; but it is the terrain covered by these guides that can happily be altered to provide

a broader vista of challenging horizons such as has been yielded only in sparse moments through present readings, and then only on the stimulus of our rarest teachers. Heifetz can do much with a ten-dollar fiddle, but given a Stradivarius all of us can produce some exceptional if fragmentary resonance.

Given suitable new (English) textbooks supplemented by vital analytical apparatus, a framework of study cores, integrated bibliographical guideposts, and the whole co-edited by at least two people from the English and social-studies departments—and with such materials even the weakest sisters of the profession will happen upon promontories that should have the class wide-eyed with new concepts.

—CHARLES E. SLATKIN in *High Points*.

SHORT CUTS TO LEARNING

By
J. S. BIERLY

THE CLEARING HOUSE could perform a valuable service for teachers by instituting a department entitled "Short Cuts to Learning". It would be a department to which all teachers could submit their "pet" and novel ways of helping pupils to retain all kinds of information in the various subject fields.

It is impossible to over-estimate the value of such short cuts to the usual learning process, and they are of special importance now that educational programs have been accelerated in order to turn out more workers and more Service people. The usual "soaking in" period for learning is lessened so other means must be used to supplant it, especially for abstract subjects.

Somebody may ask, "Exactly what is meant by short cuts?" A short cut is any device, tricky or otherwise, by which a given piece of information can be more readily grasped and retained longer than it would be by the conventional reading or

hearing of the "unadulterated" information. For a somewhat trite but self-explanatory example, the old "short cut" of which many pupils are unaware is "Thirty days hath September, April, June, and November, etc." No one realizes how easy this simple lyric is, contrasted to the tedious memorizing of the number of days in twelve months.

Clever rhymes can be developed for many things in all subject matter fields. For example, Mr. Edwin Henrich enriches even his technical Civil Aeronautics Pre-Flight classes with a little poetry—if it can be classed as such. In order to get navigation angles straight, he puts the following three phrases down: True north, Magnetic north, and Compass north. Then he proceeds to wax poetic by saying:

"From true to worse
Signs reverse."

and

"From compass to true
Signs will do."

Many of us remember the way Coleridge tells us how to differentiate between the different types of metrical feet in poetry:

"Trochee ships from long to short;
From long to long in solemn sort
Slow spondee stalks; strong foot; yet ill able
Ever to come up with dactyl trisyllable;
Iambics march from short to long;
With a leap and axe bound the swift Anapests throng;
One syllable long with one short at each side
Amphibrachys hastes with a steady stride;
First and last being long, middle short Amphimacer
Strikes his thundering hoofs, like a proud high-bred racer."

Even a tedious subject like spelling is enlivened by the rule:

EDITOR'S NOTE: *It's quite true that the little rhyme beginning "Thirty days hath September" has been a help to countless thousands of us in recalling the number of days in a certain month. In this article the author gives a number of similar tricks for retaining information. He feels that teachers should report similar "short cuts to learning" which they have found effective. While we do not have the space for a regular department on this subject at present, we shall be glad to consider reports from teachers, which can be published somewhere in the magazine. Mr. Bierly teaches in the National Training School for Boys, Washington, D.C.*

"Put *i* before *e*
 Except after *c*,
 Or when sounded like *a*
 As in *neighbor* and *weigh*."

Or point out the "connect" in "Connecticut".

Another type of short cut is the use of acrostics. The official system for aircraft recognition uses the acrostic word "Weft-up" as follows:

W—ings
 E—ngine
 F—uselage
 T—ail
 U—ndercarriage
 P—eculiarities

Alphabetical order is also a good device for aiding memorizing. For example, it helps in remembering which law of physics goes with Boyle, Charles, or Gay-Lussac. Always remember that you usually learn the laws in the alphabetical order of their namesakes:

B—oyle
 C—harles
 G—ay-Lussac

Once in a while coincidence has it that a certain order of things can be memorized by noting that their first letters are in reverse alphabetical order; for instance, True, Magnetic, and Compass North.

It is very difficult to associate pairs of words when there is quite a good chance of confusion. For example, how could association and differentiation among the following aeronautical terms be brought about: (1) centripetal and slip? (2) centrifugal and skid?

If the instructor points out that the *slip* is an example of centripetal force, the class should note the underlined *ip* in both and put it in their notebooks. Then there is little possibility of a mixup. The other two terms can be associated by means of the process of elimination.

Often men's names and their works or movements, etc., start with the same letter. This is most helpful when one has lists of

facts and people to commit to memory.

"Catch" phrases are often excellent for this learning effect. Miss Helen Wilcox, French instructor at the University of Maryland, always helps those students who forget the French word for *to lose*, which is "perdre", by saying: *Lost* souls go to *perdi*-tion." Another French one is that the consonants in "careful" are the only final sounded consonants in French.

Pictures and diagrams showing relationships or concrete portrayals of usually abstract ideas are extremely helpful since their appeal is also to the eye. *Life Magazine* recently carried an excellent article on terms connected with the aerodynamics of flying. To illustrate *gravity*, a hand reaching out of the earth and grasping the bottom of an airplane was used.

Another example of the short-cut idea is "So You Won't Talk—the Right Way", a booklet on correct speech illustrated and mimeographed by our pupils at the National Training School for Boys.

This school is a Federal institution for boys who have committed Federal offenses of not too serious a nature. The pupils' academic achievement ranges from illiteracy to the senior-high-school level, and the teaching of correct speech to many of them is a problem.

In planning the booklet just mentioned, teachers noted the most frequent errors of speech made by the boys. Then, working with a committee of boys, we decided how we could best picture these faults in an informative, timely, and humorous manner. For example, one page of the book caricatures the use of the double negative. A Japanese official proclaims, "We don't have no desire for war." Below the picture is a brief discussion of the fault and its correction. Another page shows Hitler, labeled "Ain't", being hanged, while an American soldier, labeled "Isn't", is being decorated.

The booklet's graphic illustrations provide a sugar-coated short-cut to memorizing points about grammar.

VOCATIONAL *seniors* *plan a semester of* ENGLISH

By SAMUEL H. LEVINE

INSPIRED by *Practical Democracy in Education*,¹ and motivated by *Guiding Principles in Curriculum Development*,² a teacher of English in a vocational high school decided that his seventh-term classes ought to have some say in the construction of their curriculum. He determined to guide his boys, experimentally, in drawing up and carrying through their own course of study for the term.

To each of the four seventh-term classes he teaches, the project was presented, essentially as follows:

"In times of war or other periods of stress, all of us age more rapidly. We mature more quickly because we experience more deeply and get to feel and see things more clearly. (*Discussion*)

"Most of you students are approaching eighteen years of age, and are beginning to realize some things more fully than ever before. One of these should be the fact that, whether you enter the armed services or industry next term, the fourth year will be, for most, the last of formal education. (*Discussion*)

"As for English, I want you, as future citizens, seriously to consider what you want to study in your last school year. I propose to let you, as a class, choose, in a democratic manner, just what you wish to learn and do. (*Discussion*)

EDITOR'S NOTE: *If vocational-high-school seniors were allowed to plan their own one-semester course in English, how would they allot the work for the term? The answer for each of the author's four classes is given in this article. Each class spent the semester on the course it had planned. Mr. Levine reports that the pupils took their work seriously, and made good progress. Mr. Levine teaches in the Brooklyn High School for Specialty Trades.*

"To help you organize your thinking, I would suggest that you think critically of all the English you have had so far. Think honestly and critically, and speak frankly, for nothing that you say will hurt my feelings. Think of the English work from which you received some benefit, or of what you would have liked and didn't get. And last, estimate what you still lack to be a well-prepared, educated citizen in a progressing democracy. (*Discussion*)"

The seriousness of the approach was maintained throughout. The indicated discussions, together with the proposals, debates, and voting that ensued, took from one to two weeks, depending on the developments in each class.

The opinions, desires and final choices were as heartening as they were revealing. They served to indicate, inter alia, that many of our notions of what vocational-school boys love or detest may be nothing but rank guesswork. The table on the next page shows how the classes chose their subject matter and allocated their time.

These schedules were refreshingly untraditional and original. To the boys, the most stimulating choices were in the areas labelled (by them) English-Foreign Language Relationships, Movie and Radio Education, and Poetry. To the teacher they were stimulating and exhilarating. In telling his colleagues of the student interest and growth resulting from lessons based on a class text, *Poems for Modern Youth*, he himself would wax poetic.

In English-Foreign Language Relation-

¹ Published in 1943 by the Board of Education of the City of New York. Representing the thinking and practices of all New York teachers and supervisors, it was issued by the Committee for the Study of Practical Democracy in Education.

² One of the new curriculum bulletins (1942-1943) of the Board of Education of the City of New York.

ships, the instructor was as much a pioneer as were the boys. (In junior high school 11 of the 35 had studied a foreign language, while many others were children of bi-lingual homes.) By the close of the term, however, all knew where they had been heading and what they had learned from topics, discussions, and reports such as these:

Origins and Meanings of Classmates' Names

How Foreign Languages Have Influenced English

How English Has Influenced Foreign Languages

How Does a Language Develop?

French (German, Italian, Hebrew, Latin, etc.)

Words in English Usage

What is the History of English?

What Besides Language Facts Are We Learning in English-Foreign Languages Relationships?

theirs. The differences between the American and British systems of broadcasting and of control, the intricacies of commercial broadcasting, the Federal Communications Commission, censorship in war and in peace, monitors, monopolies, movie publicity, Will Hays' office compared with that of Kenesaw M. Landis in baseball, how polls are conducted, Crosley and other ratings, awards, professional critics in newspapers and magazines, types of radio programs, analysis of a movie—these were the hubs around which revolved discussions, assignments and activities.

The unorthodox choices of the several classes certainly showed the wisdom of their

ALLOCATION OF ENGLISH-COURSE TIME BY FOUR CLASSES OF VOCATIONAL SENIORS

7E ¹ (Electrical)	%	7E ² (Electrical)	%	7R ¹ (Radio)	%	7M ¹ (Machine Shop)	%
Literature	20	Literature (Poetry)	20	Literature	20	Literature	40
Spelling	10	Spelling	10	Spelling	10	Spelling	10
Vocabulary	10	Vocabulary	10			Vocabulary	10
Grammar	10	Grammar	10				
Letter writing	10	Writing	10	Writing	10		
Oral English	20	Oral English	20	Oral English	40	Oral English	20
English-foreign language relationships ..	20	Library & supplementary reading	20	At discretion of teacher	20	Movie & radio education	20

English-Foreign Languages and Post-War Planning

Languages vs. Basic English

Differences between: "foreign" and "inferior", "alien" and "hostile", "foreign" and "ignorant", "foreign" and "uncivilized"

Connections between: languages and tolerance, languages and education, languages and democracy

Languages of New York City

Do Foreign Languages Harm Our English in Any Way?

The voluntary assignments and reports, together with the actual examples of foreign-language materials, were enough to warrant extra desk and closet space. Over and above the knowledge, skill and insight developed were the intangibles. These were of the very essence of democracy, just as the procedures were of its very fabric.

The third untraditional subject, Movie and Radio Education, was just as enthusiastically treated by its adherents as Poetry and English-Foreign Languages were by

wants. In addition, they resulted from, breathed the spirit of, and pointed the way to progressive democratization. Even more pervasive than these was the spirit of democracy that characterized all activities, including the traditional. Within the limits of availability the pupils chose the texts. They also decided sequences, scheduled programs, etc. Since they had decided and freely chosen, they felt a direct interest in and responsibility for the subject matter.

The academic results were quantitatively and qualitatively noteworthy. Class 7E¹, for example, in addition to its poetry work in literature, studied Tarkington's *Seventeen*, Sabatini's *Scaramouche*, and reported on two supplementary books, one read in class, the other at home. (And this in a vocational high school!) All the content learning was more meaningfully, more intensely, and more pleasantly carried on.

The principle of the democratic conduct

of the class was extended even to the final examination (a school requirement). The pupils' decisions on this matter were very interesting. Of the four classes in this experimental project, only one voted to take the test in class. The others chose a socialized examination. On the other hand, all but one group voted to have the teacher compound the test.

The latter class elected a committee of three to draw up the examination. Another committee of four, with term averages above 90%, was delegated to mark the papers. The Testing Committee, after two days of work, administered the following test to this class (7R¹):

ENGLISH FINAL EXAMINATION

1. Write the definitions of the following war words, and use each word in a sentence. (20%)

reconnaissance	dispersal
appeasement	contraband
blitzkrieg	alien
debris	beachhead
retaliation	infiltration

2. What events in each of the three books read this term were the determining factors in shaping the life of the main character? Describe in detail the incidents in two of the three. (35%)

3. Write a composition, "What I Intend to Do After Graduation", or a letter to the Signal Corps, giving your qualifications, in order to be accepted. (25%)

4. Compare this term's English work with last term's. (20%)

5. For Extra Credit: Write a report on any book you have read at home this term.

The performance of the Marking Committee was equally creditable. The tabulation of their scorings read:

Marks in %	No. of pupils
50	1
60	1
65	2
71	1
75	5
77	1
79	1
81	1
82	2
85	2
89	3
90	1
93	1
97	1
98	1
99	1
Class Average, 80.04%	
Class Median, 80%	

This short account of the whole project is not intended to announce a Democratic Eureka! It purports to be neither conclusive nor definitive. But it is indicative of a small measure of practical democracy in education.

Who Forms Pupils' Ideals?

Another thing I think I have learned is that high-school boys and girls are just like the men and women in the community. Their ideas and ideals are molded by those with whom they come in contact, and I cannot lift them above that level in one generation.

If I can lift a tiny bit, I've done something big. When I look back at this community as it was when I came here and see the improved conditions and attitudes, I feel that we have come a long way. Then, when I am brought into contact with really cultured people, I realize that we still have a long way to go. I was brought up to believe that smoking, drinking, and profanity are unforgivable crimes, but I have

discovered that a man may do all three of these things and be a better person than I, in spite of it all. I'm inclined to think bigotry, selfishness, and some other things that I could list are worse than smoking.

So I do not drive boys out of school because they do these things. They have been taught to drink and smoke and swear from babyhood. Their dearest friends and heroes, their fathers and big brothers, do it; who am I to set my ideas against theirs? All I can do is point to the harm. My teaching may take root some day, but my example will be much more powerful—JULIA M. DOUGHTY in *California Journal of Secondary Education*.

Basically Speaking:

Good and bad points of Basic English

By IRVING R. FRIEDMAN

I'M SPENDING my leisure hours studying English," a colleague said, her face serious.

"Are you feeling all right?" I asked. "Do you mean to tell me that you are using your leisure to study a subject you have taught for fifteen years? I don't understand. Aren't you devoting enough time to aiding the war effort—serving at the Red Cross, volunteering at the USO, the CAP and the OCD? And now you are also taking courses in English; but why?"

"Because I am going to China after the war. I've always been interested in the Chinese and I'd like to teach them English. So I've got to learn English—basic English."

There paniculated across my mind a series of recent comments concerning basic—Churchill's Harvard address, Ivy Litvinoff's letter on basic in the *New York Times*, and Ogden's studies.

Numerous arguments pro and con have been and are being aired regarding basic English. On the pro side we hear that isolationism is dead. No country can segregate itself economically, militarily, educationally, or socially from other nations. Cyclopean strides in aviation and enormously

improved global broadcasts are nullifying and making impotent geographic barriers. Therefore, an international second language is needed. An easily learned, simply organized lingo must be instituted. Basic is that language.

Basic English is normal English without any excess avoirdupois. It is not synthetic or ersatz like Ido or Esperanto, but is based on a language spoken by eight hundred million people in seven important countries. It is very much alive. It is English as condensed and dehydrated by C. K. Ogden of Cambridge, England, from twenty thousand common words to eight hundred fifty. It contains

one hundred operational words—prepositions, pronouns, conjunctions, and verbs;

two hundred picturable nouns—names of common things like arm, baby, ball, basket, leaf, money, neat;

four hundred abstract nouns—such as event, year, sense, thought, sneeze;

and one hundred and fifty descriptive adjectives or qualifying words—as loud, warm, hard, happy, true.

Advocates of basic assure us that the eight hundred fifty words can perform the duties of the twenty thousand now used. Consequently basic is a language simple to learn. Ogden tells us that a very quick learner can master one hundred words in an hour; a good learner about fifty; and a normal learner, thirty. An average individual can learn all eight hundred fifty words in one month by devoting one hour each day.

English is now the second language of the Far East. It is the speech of over eight hundred of approximately fourteen hundred radio stations. Basic is used by England to shortwave propaganda broadcasts

EDITOR'S NOTE: *Basic English*, with its 850 words struggling and panting to do the work of 20,000, is one of the newer entrants in the global language tournament. Its chief competitor is the older and more solidly established Esperanto. The author favors "basic", but he deals with its bad features as well as the good. Mr. Friedman teaches in Cleveland Junior High School, Newark, N. J.

to the continental underground. Stalin studies this second language. Chinese aviators are learning it, too. Mme. Litvinoff, herself, has instructed Russians in basic.

It is indeed true that basic is the best international language yet advocated. Based upon a living language, it is more practical than Esperanto or Ido and the Latin of the medicos. It has already made its debut in translations and it should facilitate teaching English to adult foreign-born citizens. It could also improve instruction in Americanization classes since it not only offers a shorter vocabulary but also simplifies grammar and spelling.

But if we accept basic English as an easy method of instruction, then why not also institute basic Spanish, French, Italian, Russian and German? Why limit basic to English? Surely the task of instructing high-school pupils in a foreign language would be ameliorated tremendously. The many hours devoted to grammatical instruction and vocabulary development could be much diminished and pupils would actually know more. If basic is a good technique of teaching, that same technique ought to be developed for teaching all languages.

Antagonists of basic aver that it is too limited. Having fewer words to offer, it encourages circumlocution and crude phraseology. Is it of educational value to develop the power of circumlocution of metaphor rather than to develop vocabulary? For example:

In basic, "a lie" becomes "a false statement".

The sentence, "He is a political candidate," becomes "He is a person sending in a name for a position of politics."

"A gramophone record" is "a polished black circle with a picture of a dog in front of a horn." (I wonder how that would please our jive fans today?)

"I listened to his sermon" becomes "I give attention (keep one's ears open) to his talk given in church."

"The guest stopped at the gas station to

refill his battery with fluid" becomes "The person in another's house paused at the gas building to make full his apparatus for producing electric current with liquid."

The erudite Britisher and the pedantic American are averse to having college professors tinker with their mother tongue. To them, English should remain a glorious mongrel, an evolution of Anglo-Saxon with Danish, Greek, Latin and French modifications. Current orthologists—hands off, please.

Literateurs and lovers of rhetoric insist that basic lacks cultural expressions. At best, it is only a preliminary step in learning English. It has no scope, no depth, no profundity. It is flat. It cannot translate poetic figures of speech; it cannot produce succinct, terse, clipped phrases, imaginative metaphors, or those literary effects we all relish in original, creative masterpieces. What would become of such phrases as "the tintinnabulation of the bells" and "Hail to thee, blithe spirit"?

Although basic is about fifteen years old the need for an international language has never been as imperative as it is today. Basic is the best suggestion offered to date. It is easy to master and it is alive, based on a living tongue. On the other hand, it does possess weaknesses. Whether these will be surmounted—overcome or ignored—and whether basic English does become the world's international language, only time will tell.

The whole problem has important educational implications for us which we should not disregard. We should re-examine the techniques, the purposes, and the social effect of our language instruction. We have taken too abundant a portion of our whole language curriculum for granted. Why teach language? For social reasons? For intellectual reasons? Perhaps for political reasons? For economic reasons? At all events basic throws the monkey wrench of a new idea into our traditional language teaching. Let's look into this!

AIR GEOGRAPHY:

A junior-high group studies flight navigation

By EDWIN W. OLMSTEAD

WITH WENDELL WILLKIE's epic-making flight of good will around the world, with ambassadors commuting daily from one continent to another, with presidents, prime ministers, and army and navy chiefs meeting in out-of-the-way spots, there is little wonder we are becoming increasingly conscious of air geography. Yet we have been told that we are the most illiterate geographical nation in the civilized world.

We in the public school have been accused of giving our pupils only a smattering of geography, with the major emphasis on places and lists of resources, and little or no time devoted to the part a place plays in national or international affairs. Perhaps this accusation was justified yesterday, but today we are striving to guide our pupils to a new concept of geography in order that they may in time rightfully participate as intelligent, planning citizens.

The airplane has revolutionized the teaching of geography, and we can no more ignore it than we can refuse to recognize the part the automobile has played in our

lives. Anyone who clings to antiquated ideas of isolationism is not only guilty of ignorance but is a menace to his country. Interdependency is here to stay, and the sooner we accept this idea the better chance we shall have of avoiding a future fiasco similar to the present one.

The world pictured by the Mercator Projection has given way to the newer Azimuthal Equidistant and Gnomonic Polar Projections. From these we see our world in an entirely different light. No longer do wide oceans separate us from our neighbors. Rather we find ourselves very close to each other, uncomfortably close to our enemies.

At first we are startled and realize that without knowing it something has happened. Something has occurred that necessitates study to make the change acceptable.

Last year at North Hollywood Junior High School we organized on a voluntary basis a group of twenty-five pupils who indicated an interest in maps and charts. From the beginning they were absorbed with their work—they must have been since the class met before school. We delved into the story of cartography; we traced the various concepts of geography from mysticism to reality, realizing that man diagrams his world by what he thinks and knows at the time.

By pretending we were navigators we learned to plot a course to all corners of the world. Aside from an elementary introduction to certain geographical terms, we were required to master a simplified technical knowledge of the relationship of time to distance; instruments fundamental to navigation; the four principal projections used by the army and navy; the study of

EDITOR'S NOTE: *The author writes, "If we hope to achieve a unified world, it is necessary for teachers and pupils to realize that the airplane has revolutionized the teaching of geography." This article concerns the activities of a voluntary group of boys and girls who met with Mr. Olmstead to play seriously at air navigation. The author formerly taught in North Hollywood, Cal., Junior High School, and is now boys' vice-principal at Pasteur Junior High School, Los Angeles.*

deviation; and the ability to read, construct, and interpret a map or chart.

Here were real problems for many of our future aviators. Here was something that a relative or friend had studied while training to become a pilot. An opportunity afforded itself to use heretofore-unrelated knowledge. By the end of the course the future pilots were tossing around terms that amazed their fellow pupils, to say nothing about mother and dad, who were known to spend numerous evenings hunched around a Locher Teleport. The Teleport, a portable globe on Mercator Projection, has recently been adopted by the Ferry Command in plotting transoceanic flights.

The experiences of the class in working

with maps and charts have been similar to those of thousands of young men who have been trained in our air force. The ground work had been laid. All agreed at the conclusion of their study that our world was pretty small and that we must find some satisfactory way of solving global problems.

Yes, young America was on its way to a newer world. The boys and girls of the class were, perhaps without realizing it, preparing to be better able to face the difficult problems of a post-war world. Let us hope we have a world in which realistic air geography will play a dominant part, and that it will be taught by teachers who visualize an opportunity to help make the four freedoms come a little closer to each of us.

Redecorating the School: Our Joint Enterprise

If you want to give yourself and your school a "lift", if your community needs a boost in morale, try a painting and decorating program in which every one has a part.

Since, for several years, we at Star, N.C., High School have been developing an activity program throughout the school, many of the students were able to pitch right into the job and do quite a bit of the work. The teachers and children were largely responsible for raising the money with which to buy the needed materials. This was done by collecting scrap iron, selling various articles, holding a public carnival, and many similar schemes in which every child had a chance to participate.

Now that the task is completed, both the faculty and students are glad that we have had the great experience of working together toward a common goal. Each child and teacher in the school has given of himself in time and energy to earn the money to decorate his room and to do a part of the work. Since he has earned a share in the school property, the general attitude has been greatly changed. New interest in the care of public property is constantly being shown.

The faculty and students have planned every detail of their rooms in order to bring about the most effective results. The colors have been selected for their lighting effects, for the desired feeling of warmth or coolness, to give pleasing variety, and to provide a good background.

Various authorities on interior decorating and

the use of color were consulted and many books on the subjects were read by students and teachers before each group finally decided upon a color scheme. As a result, the building presents a wide range in the use of color harmonies.

Great care has been taken to use only the lightest of tints. We found it wise to mix large quantities of pure white with all commercial mixtures. In this way we were able to obtain the very softest tints of such colors as yellow, peach, green, blue and aqua.

The viewpoint of the pupil was brought vividly before me when a boy rushed into the office, his face glowing with pride, saying, "Please come see my room, it's the prettiest place you ever saw!" I walked into the room with him and tried to see it through his eyes. The room is typical of all of our classrooms. It was formerly a dark colorless place with water spots on the walls, dingy wood work, and desks which showed quite plainly the marks of some boy's knife which was probably used on them ten or more years ago.

The rooms are lovely. The walls have been changed to soft pastel tints and the wood work has been painted ivory. Attractive draperies have been installed, the desks and other articles of furniture have been refinished. There are beautiful pictures hanging in an attractive manner. Many of the products of the pupils' work are effectively displayed. The rooms which were dark and dismal are now bright and cheerful.—D. W. SANDERS in *North Carolina Education*.

SHE WALKS *in* BEAUTY

Women teachers owe it to the children
to dress brightly and act cheerfully

By MARGARET V. JAMES

SHE WALKS in beauty." Has that ever been said of you?

No? Yet you are a teacher of children whose young eyes are quick to see beauty wherever there is a trace of it. For children do not ask or want of you a glamorous, synthetic beauty. To them you are pretty and appealing if you are clean and neat, and dressed in a cheerful, becoming color. You are beautiful to them if you are smiling and sometimes gay, and if your sweetness of spirit shines through eyes that are constantly saying, "I like you. *Really!*"

Yes, it is definitely our duty to give our children a kind of outward beauty that will inspire them and, consciously or not, pervade their whole attitude during the school day. We in the teaching profession are intellectuals, and in our studying and problem-solving we are apt to underrate or ignore altogether the effect of our own appearance upon the morale of those about us.

The drab teacher who enters a school-room in September has already lost her first hold upon her pupils. She fails to use an important psychological weapon, that of a good first impression. Naturally, children are not immediately interested in a somberly dressed, unsmiling person. So the

going is doubly hard from the beginning. Indeed, unless such a teacher has a vivid and attractive personality to offset her dull appearance she may never win the attention or admiration of her pupils.

First of all, then, let us walk in beauty *outwardly*. You with the lovely gray hair, put aside your worn dark blue dress. Wear the pink one with a touch of white at the throat and watch your children's faces light up! You who are young, throw aside for awhile your severe sweaters and skirts and the low tennis shoes. Wear a pretty dress for a change, of blue or yellow, or any cheerful shade. Forget that sporty, too-loud manner for a day. Be young and pretty, *with a touch of dignity*. Give your pupils a glimpse of your more attractive self.

There is an inward beauty that children do not fail to see, especially if it is strong enough to enlighten the whole personality. This is the beauty we can all have and need most desperately in these years when war makes each day uncertain. For only the spirit within ourselves (which in turn draws on a higher Spirit) can give us the power to conquer depression and defeatism.

Teachers here have a double responsibility. Our spirit must not only warm our own hearts, but must also uplift and comfort the lonely, often bewildered and insecure children we see each day. We are in truth fighting the war on the home front. We have the important and difficult task of building morale every single day of our lives. *We must face reality and still keep our faith.*

What are the little things that contribute

EDITOR'S NOTE: *You may not find much about methods of teaching in this article. But there is a lot about the author's ideas on winning pupils and influencing their outlook. Miss James teaches in the Montgomery Hill Junior High School, Silver Spring, Maryland.*

to this daily building of morale? What can we do every day to help and inspire children so they may feel secure and happy within the schoolroom and able to carry some of their happiness and security into their homes and communities?

We can be attractive in appearance. The very least we can do is to be cheerfully dressed.

We can be as cheerful as we look! Leave drab and worrisome thoughts at home with the dark blue dress. Above all, we can smile, so that our pupils will consider us both pretty and nice.

We can find adventure and beauty in the little things that are happening all around us. We know we do not have to go to far places in search of either of these.

As one principal wisely said, "It is as bad to live too much in the future as in the past. Some folks skip from one thing to the other with such rapidity that they fail to absorb the richness of the present moment."

It is true that most of us in the teaching profession will not lead lives of high adventure. So in order to avoid settling into a tired drabness, we must be eager to look for and to absorb the beauty, depth, and richness of the people and things about us.

Only thus can we find a satisfying life for ourselves and have anything of genuine value to give to our pupils.

We must cultivate the spirit as well as the mind. Many teachers are intellectually alive and up-to-date. They spend countless hours studying and reading the latest books and courses of study. But they, like the rest of this hurrying humanity, do not take time for the kind of quiet thinking that fosters spiritual peace and serenity. It is important that we notice the beauty around us *and are not afraid to take the time to stop and think about it.*

Always we can turn to good music and literature, or any worthwhile hobby, for spiritual aid. Doing this, we shall find that the great musical and literary masterpieces which have lived through so many ages will bring a renewed faith and certainty that the beauty and goodness of the world are stronger than evil, and will, in the end, survive to comfort those who need them. To love music and literature is to tie ourselves to something that is eternal!

Finally, having found and absorbed the good things that build our own personalities, we must make sure we give to our children each day some measure of this deep spiritual peace and inner beauty.



Role for Science Teachers

Science teachers should have the basic education for competence to help young people deal with problems of production and use of materials and energy. Specifically, they can help their students to consider questions about their own communities, the nation, and the world at large: Can we build houses for everyone? Have we the resources in metals and can we produce energy for a continuous and expanding economy? Can the United States play the role in the world economy that is implied for us in the Atlantic Charter? Consideration of these questions will lead to extensive revision of previously accepted notions about conservation and use of our resources in soil and in materials and energy.—SAMUEL RALPH POWERS in *Teachers College Record*.

The Pupils See You

Contempt for authority is so easily taught. Did you ever criticize another teacher before the pupils, and are teachers ever guilty of sneaking a smoke or matching pennies about the school building? Remember, boys learn all the time. If you are late to class or leave your class, can you think of a better way of impressing the students with the idea that the subject is not too important?

If you are autocratic and arbitrary in your decisions, students will take it, because they are immature, but you have indelibly taught them that force is the proper method. Are you strictly honest or do certain names automatically receive the A's and certain boys the best jobs?—ROBERT O. MCFARLAND in *Ohio Schools*.

BETWEEN ACTS:

A dramatics director's pet peeve

By
W. N. VIOLA

THE CURTAIN OPENED. The play began. All went well for a few moments, until the prompters' voices became audible and were gradually understood by the audience before the players could catch the words. Why have prompters? But that is not the reason for writing this article.

Between acts one and two a young lady played an accordion. The polite audience encouraged a second selection. Apparently she had learned only two, for after her friends in the corner applauded she played the last selection a second time and as badly as at first.

No, I do not object to accordion music, but it reminded me of my own offsprings' efforts, and I lost interest in the play. One rule in our home has been never to display the children's hidden talents before unsuspecting guests. I don't know what other members in the audience thought, although I am sure they did think—but not about the mystery-drama suggested during the first act.

The next number was the inevitable dance. Ballet? Not that! There wasn't room before the curtain. But tap! That can be executed on any size of platform or portion thereof. Executed it should have been be-

fore it reached that stage. To make matters doubly worse, instead of one adolescent displaying undeveloped bone structure, there were two. They hopped out from either side of the stage, dancing together individually. It would not have been a surprise had someone done a tap dance with spoons, or by clicking the tongue against the teeth.

I had nearly forgotten that we were attending the production of a play. But that is no fault of ours, for we were not responsible for the interruptions. After the second act began, a portion of the time the audience no doubt spent in trying to remember what had occurred in the first act.

The plot had developed to a point of curious expectancy. Alas, the curtains jerked spasmodically to the center. Momentarily the audience was left in the dark. But just for a moment, for the curtains parted suddenly in the same manner that they had closed.

Upon the stage stood the whole cast, grinning and not knowing what to do. No! There was one extra person. A female in black, heavily veiled. It was the mystery character suggested in the first two acts, who was to make a surprise entrance in the third act. Now here she was, spoiling the plot for the audience. A curtain call uncalled for and at the wrong time. Yet this was not enough punishment for the audience. A glib member of the cast stepped forward and requested the presence of the director, who showed up in formal attire, apparently prepared for the occasion.

With flowery terms of appreciation for the director's efforts, the actor presented him with a gift from the cast. The audience sat uninterested during these proceedings.

EDITOR'S NOTE: *This brief article may not make a major contribution to educational thinking. But it should be welcomed by those tortured souls who feel as the author does, and who squirm in their seats at the irrelevant caperings that sometimes occur on the stage between the acts of a three-act high-school play. Mr. Viola is director of dramatics at Pontiac, Mich., Senior High School.*

They had paid and come for an evening's entertainment, and they were not interested in the time and energy consumed in the preparation of the production.

A director has no business showing himself before an audience—that is the duty of the cast, who have a legitimate reason to do so. A good director need not worry about the audience's reactions. The performance will speak for itself. A good director does not expect a dollar-ninety-eight cent gift, and a poor one deserves no gift at all. Why does this custom still persist in

small schools, when the idea passed out with the Victorian Era?

From my experience as both participant and observer, pupils in small schools are just as capable of presenting a finished production as those in larger institutions. Why not give them an opportunity?

But those numbers between the acts! When a director has such talent and must use it, present it in a variety show. A good play needs no help; it has plenty of entertainment in itself. Do not mix the two types.



Recently They Said:

Ask Physical-Science Pupils

Ask your high-school physical-science class how many of them actually believe that in the present state of scientific knowledge all two billion of this planet's inhabitants could be provided with an adequate standard of living. Ask how many believe that the earth's crust could actually be made to yield the food, clothing, and shelter that such a standard of living would require. The responses will be enlightening and will suggest the extent to which the average layman can cope with scientific problems of socio-economic importance. The reactions will range from name-calling "globalony" to blind acceptance. The fact is that there is an answer to these questions and science is prepared to give it.—THEODORE D. BENJAMIN in *Teachers College Record*.

American Folklore and Humor

I feel certain that, in days to come, we English teachers shall, in the first place, make constantly increasing use of American myth, folklore, and legend and that, as we make more use of these unique treasures, in our poetry, and fiction particularly, they will in time acquire that antique and pleasing patina which today makes the classic myths so attractive.

In the second place, we are, I hope, about ready to grant a place in our curricula to American humor. Here is a great native heritage of which teachers have, for reasons not too hard to understand, been somewhat afraid. A poor teacher must be solemn; a mediocre teacher feels that it is safer to be solemn; a first-rate teacher knows that solemnity, particularly here in these United States, is a

lost opportunity, often a synonym for futility.—MAX J. HERZBERG in *The English Journal*.

My Cussedness

I have spoken with contempt of the ability of my pupils, and designated them as "dumbbells" and "mediocrities" and other even more damaging epithets, casting aspersions upon their ancestry, and their collateral relations, and their outlook upon life. But if it were not for my cussedness I would see that if these pupils were geniuses they would need no teacher, and my job would be nonexistent. And if they were attentive and hard-working a mere hearer of lessons could serve. But if these pupils are as hard to teach as I sometimes say they are, then indeed the school board and the superintendent have paid me a great compliment in hiring me.—ARTHUR G. SKEELS in *Ohio Schools*.

Thoughts Worth Dressing Up

Here they come, a group of advanced composition pupils, on the last lap of the race before they leave high school. In our school this course is optional and is chosen for the most part by those who intend to enter college. They are already a bit timid, afraid that they will not be able to meet college requirements. They are anxious to learn to dress up their thoughts with pretty words. That the big thing in writing is to have thoughts worth dressing up does not occur to them. They wish to learn to describe what they see; their deeper need is to learn to see what they describe.—MRS. MULO H. STUART in *The English Journal*.

VOCATIONAL Choices:

Basis for local curriculum development

By
MILLICENT HAINES

FORTUNE magazine polled high-school pupils in the fall of 1942 to determine what occupations they expected to take up. The survey revealed that over one-third expected to enter professions, while only about 8 per cent intended to go into factories or skilled trades. Considering the fact that only about 5 per cent of the American people are engaged in professions, these pupils did not appraise their futures realistically.

The results of such a survey have implications for teachers who are planning vocational-guidance work. In Lockport the junior-high social-studies teachers are working with the curriculum coordinator on the course of study for the ninth grade. Since the first unit will concern earning a living, it seemed advisable to study local conditions. These were the main objectives of the local study:

1. To determine how local pupils would respond in the fall of 1943 to the same question that *Fortune* had asked.
2. To try to discover some of the bases upon which pupils who chose the professions made their selection:

—■—

EDITOR'S NOTE: "The project explained in this article," writes the author, "was an informal attempt to learn the vocational intentions and attitudes of pupils so that the school may help them to adjust to conditions in the local community if they are to remain here as workers." Miss Haines is curriculum coordinator of the Lockport, N. Y., Public Schools.

- a. Did they appraise themselves and their abilities realistically?
- b. What did they know about the professions that they chose—qualifications, training, actual duties, remuneration, and so on?
- c. To what extent did ideas of the social prestige or of the relative importance of the professions influence them in their choice?

Eleventh-graders were selected for the study because it was thought that most of them would have made at least a tentative selection of an occupation, and would at the same time be less preoccupied with ideas of entering the armed services than are seniors. The pupils in five sections of 11th-grade American history were asked the following question. (The number of pupils and the per cent making the choice is indicated after each response. The responses have been rearranged from largest selection to smallest, and were not presented to pupils in this order.)

What occupation do you expect to enter (assuming that the war is over when your vocational choice goes into effect)?

The professions	63 (41.1%)
Business (including clerical and stenographic)	52 (33.9%)
Factory, mechanics, or skilled trades ...	18 (11.7%)
Don't know	8 (5.2%)
Government work (including armed services as a permanent occupation) ..	6 (3.9%)
Miscellaneous types of work	4 (2.6%)
Farming	2 (1.3%)
Total	153

Lockport is an industrial community

where by far the greatest opportunity for employment lies in factory work. Nevertheless, only 18 out of 153 said that they expect to do that type of work. Of the 63 who selected the professions, the parents of 39 are now doing factory work, skilled trades, or mechanical work; the parents of only 6 are themselves professional people.

When asked to name the particular profession that he or she expected to enter, the 63 pupils responded in this way:

Engineering	20
Nursing	16
Teaching	13
Journalism and writing	4
Arts—stylist and dress designer	2
Architecture and interior decorating	2
Pharmacist or chemist	2
Dietitian	1
Medicine	1
Librarian	1
Law	1

This survey indicates only what the pupils stated on that day that they expected to become. It may be questioned whether several of the foregoing types of work properly are included as professions, even though the pupil himself believed so. Also, it is impossible to tell exactly what a pupil had in mind when he named a choice. For example, some girls may have thought of practical or home nursing rather than of trained nursing, while some prospective engineers may not have known what the occupation included. Nevertheless, the survey indicates a trend of thinking among Lockport high-school pupils.

About a month later those pupils who had selected professions were asked to fill out some blanks on which they "agreed," "disagreed," or "had no opinion" about

statements concerning professional work and those who engage in it. They also marked multiple-choice items about their personal preferences and plans. Some of the results revealed that out of the 56 pupils answering the follow up:

1. Thirty-four thought that professional people tended to like their work better than other kinds of workers.

2. Over two-thirds recognized that professional workers do not have more leisure time than skilled workers, that they are at the beck and call of clients and those whom they serve, and that they are more likely to have to work overtime than are skilled workers.

3. Thirty-two refused to accept the statement that professional people are of no more importance to society than are skilled workers.

4. Twenty-seven agreed, 21 disagreed, and 8 had no opinion on the statement that professional people are more respected in the community than are other types of workers.

5. Twenty-four agreed that most professional people make \$5,000 a year or more, while 26 thought that a larger proportion of professional people are successful than other workers.

6. Fifty-two admitted that there were high requirements for entering professions. Nevertheless, 8 rated themselves in the lower third of their class in scholastic achievement, while 37 considered themselves in the middle third of their class.

7. Twenty-six said that they expected their college expenses, including food, clothing, shelter, and tuition, to be \$600 a year or less.



Miss Knoll, whose mind is so well rounded she moves in a circle, utters the noblest sentiments I've ever heard and what's more she honestly believes 'em. Today she remarked that any teacher who complains is unworthy of her high calling and a disgrace to her fellowworkers. She must'a been born with an ivory tower in her mouth.—EFFA E. PRESTON in *New Jersey Educational Review*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

PROGRESSIVE: The name of the Progressive Education Association has been changed to the American Education Fellowship, as recommended recently by the Association's board of directors. A new title for *Progressive Education*, the official journal, is being sought. The term "Progressive Education" has long been a dart board into which critics could hurl their pointed jibes. Now, it seems, the Association would like to get from behind the target.

ASTP: The Army Specialized Training Program, which recently enrolled 145,000 students in 300 colleges and universities, was cut by April 1 to 35,000. And that made a big hole in the student bodies and the funds of the institutions—their most serious problem since Pearl Harbor. Unless the government takes steps to aid the crippled colleges and universities, many will be forced to close for the duration. Students retained in the ASTP are mainly those in advanced medicine, dentistry, and engineering.

COMMERCE: Education and business must "form an imperative partnership in the post-war world", stated Thomas C. Boushall, Richmond, Va., banker, and chairman of the Committee on Education of the Chamber of Commerce of the U. S., declaring that "a reluctantly-met school tax must be converted into an eagerly-sought investment" and that "only with increased appropriations can education improve its processes of training youth to take its place in business." Mr. Boushall's statements were made at a conference under the auspices of the American Association of School Administrators. First, he said, education and business must make a "joint approach to a better understanding of each other". Then there will be a joint approach to the problem of getting all the funds that education needs. The national Chamber has recommended that its 1,872 local branches get together with local educators to implement "this closer alliance and cooperative venture between those two natural and logical partners".

"FRIENDS": Are the "Friends of the Public Schools, Inc." actually our enemies, asks Willard E. Givens, executive secretary of the National Education Association, in *Oregon Educational Journal*. The organization was founded several years ago in Chicago, says Mr. Givens. Following is a condensa-

tion of Mr. Givens' analysis of the situation. In recent years our "Friends" have tried to branch out nationally, with chapters in several states. Editor of the group's organ, *Friends of the Public Schools*, is one Amos A. Fries, a retired general of the U. S. Army. Mr. Fries, says Mr. Givens, apparently uses the publication to criticize new subjects and new methods in the public schools; to lobby for the prevention of constructive school legislation; to encourage restrictive legislation for the nation's public schools; and to impugn the character and destroy the influence of some of our best-known and most substantial educators. Mr. Fries is "generally recognized as the chief proponent" of the "Little Red Rider" attached to the District of Columbia appropriation bill for 1935. The effect of the rider was to require all employes of the Board of Education of the District, from principal to charwoman, to take an oath each month, before receiving their salary checks, that they had neither taught nor advocated communism during the preceding month. When residents of the District and members of Congress realized "what had been slipped over on them," the rider was repealed. Going back a little farther, we find Mr. Fries in 1926 trying, unsuccessfully, to get a Washington, D.C., high-school science teacher discharged because he had written a definition to socialism in a magazine contest.

GERMAN: Yankee is a German word, states A. I. Roehm in *Peabody Journal of Education*. The German name Johann (John) has a nickname-diminutive, "Yanke". This name was prevalent among the musical Pennsylvania Germans who supplied many fife-players in the Revolutionary army. "Yanke Dudelpfeifer" (Johnny Doodlepiper) became a figure in the War of Independence, emerging with the spelling "Yankee".

EXODUS: In the first 6 months of the current school year, almost 15% of the Kansas county superintendents have left their jobs, "with the promise that this may increase to 25% by the close of the year". The reason, says C. O. Wright in *Kansas Teacher*, is that the pay is too small to meet current living costs. With 2,200 untrained, or not recently trained, "emergency teachers" in Kansas schools, the county superintendent has become "the most necessary school administrator in the state". And many still in office doubt that they can remain much longer at present salaries.

(Continued on page 512)

EDITORIAL

Time for a Renaissance in Physical Education?

WAR AND physical education seem to be fraternity brothers. They have palled around together throughout history.

The Spartans were the glamorous toughies of the ancient world; the Spartan boy knew he was going to be a soldier, so spent his youth growing hard, durable, and unflinching. Whenever the Prussians lost a war, their post-mortem report contained the excuse that they had not been physically tough enough.

So it goes. We find the militarist ever shouting for hard, tough bodies—for a citizenry constantly in the physical condition which Joe Louis, in preparation for a bout, takes two or three months to attain. Physical condition is cited as the reason why the last war was lost, or the means to winning the next.

The argument is somewhat unconvincing, since twice in this century monarchies and dictatorships have spent a generation in systematically toughening their soldiery, only to be defeated by languorous democracies. So long as the other ingredients of victory are present, it seems to be possible to add the essential muscular hardness in a few months.

Be that as it may, any long-time plan of physical education must be based upon a workable conception of physical fitness for a peace-time world.

What we are after here is the ability and disposition to get up every morning feeling equal to a day's work, and to lie down at night for refreshing sleep. That is perhaps too simple a way of describing something complex. This kind of physical fitness in-

volves understanding and habits in such fields as nutrition, sanitation, exercise, rest, internal and external cleanliness, antisepsis, grooming, temperance, psychology, and so on.

It is fair to say that up to this point the element of exercise has had the emphasis. Usually the teacher of physical education and health is a person well adapted to competitive physical games. Usually those games have afforded him the joys of individual and group victories. Physical education looms up in his mind as the gateway to health. And for him it may well be just that.

The excellent football player this last fall by a lot of our Four-F's, however, is startling. Apparently it is possible for exercise to develop a great football player who is not physically fit. An excess of one of the ingredients does not seem to compensate for some others which have evidently been left out of the recipe.

A small boy was taking violin lessons. After his third lesson he was ready for a half-hour practice session. He began by taking his fiddle in hand and giving each of the pegs a vigorous twist. He explained to his mother that his instructor had done that sort of thing to tune the instrument; and that his own idea was that the more the twisting, the better in tune.

Similarly, it is not to be expected that the more exercise a schoolboy gets, the healthier he will be. There is such a thing as too much exercise; and there are a lot of other essentials which the youngster is not likely to get by accident.

This is the time for a new conception of physical education, and a new program.

Let those competent in the field set out to survey the health needs of school children; to determine how to meet those

needs; to prepare a health curriculum, and to show what such a program will call for in time, equipment, and services.

Now, if ever, public opinion will respond to such a brief. HEBER HINDS RYAN

This Monument to Our Travail

TO GIVE generously of ourselves in the emergency is not difficult. Self-respect and public opinion reenforce one another now. The relegation of frivolity and convenience in favor of active contribution to our threatened culture is almost obligatory. To fail in that would be to fail to identify ourselves with our profession or our nation.

The loyalty that calls forth our surprising reserves of power may be general and specific in varying degrees. It may be a brother, sister, or other relative or companion in whose services and sacrifices our effort gives us some share. It may be our country, our ideals, our way of life whose security and triumph we want to assure.

Thus far all is relatively simple. The choices we make, the tasks we perform, the services we give are those that characterize men and women worthy of their heritage. Selfish, indifferent, callous men and women there are, we know—rich and poor, powerful and powerless; we despise them, perhaps protest them. But they do not deter us. The moment calls us and we step forth, almost without reflection or hesitancy.

That is all to the good. But "patriotism is not enough." Certainly the present crisis calls on us for far more sustained effort, much less concrete and dramatic response, and far deeper conviction than typify emergency services, however valuable and sacrificial they may be.

If we would identify ourselves with a profession of popular enlightenment in a democracy we must do so realistically. We shall not feel the comfort of popular sup-

port when we serve as civic leaders rather than as mere conformers. The present mood favorable to heroism and aspiration will scarcely outlast the days of demobilization. The atmosphere for men of vision and determination will be cold and clammy. Self-interest, mad ambition, exhibitionism, and charlatanry will ride rough-shod. And little men will fall in with the current—seeking safety in the mass mood.

What then, teacher-educators! What monument to the dead? In those confusing days the third World War will be in process of conception and gestation. Will "educators" again join in the frenzy of forgetfulness and fraud—and thereby win popular acclaim and advancement to positions of authority?

Such will be the denouement unless we recognize the danger. We may now set ourselves to resist the impact of postwar reaction. We can now, while the issue is reasonably clear, serve notice on the Philistines attached to our own ranks and to all others who would exploit the school and its staff that our social mission is our birthright. It is not for sale. Palatial buildings and salary advancement cannot buy it, neither ridicule nor threats shall deter us.

In these days when stupidity and callous selfishness have culminated in world chaos, when our youths and all who love them are victims of intangible forces that must be understood if they are to be controlled, let us erect our monument to the dead—our professional determination to try to enlighten ourselves and all whom we can reach.

P.W.L.C.



Religious Instruction Depends on the State Laws

By DANIEL R. HODGDON

Whether a board of education can authorize the use of the Bible as a reading book or give credit for religious instruction received outside of school, depends in general upon the wording of the constitution of the state. This must be examined first.

In a great many states the constitution contains a provision or provisions which can be interpreted to prohibit Bible reading or the giving of religious instruction in public schools.

If we look at some of these provisions we find such statements as: "No one shall be compelled to attend any place of worship", "No one shall be compelled to pay taxes to support any place of worship", "No state or subdivision thereof may aid any sectarian school", "Civil rights shall not be affected by religious opinion", "No money shall be appropriated to aid any church or sectarian school", "No sectarian instruction shall be given in the public school".

Many courts do not interpret these sections so as to forbid Bible reading in schools, but there are other courts which hold that these sections do forbid the reading of the Bible in schools. Some courts hold that these sections do not forbid the saying of the Lord's Prayer or the singing of hymns. Other courts hold to the contrary.

In some cases the courts hold that the Bible is not a sectarian book and the mere reading of it is not sectarian instruction. In reference to the Lord's Prayer a court has held that while prayer is worship and public prayer is public worship, the Lord's Prayer can be offered in schools if children are not compelled to attend the place or room where the prayer is being said. The school under such circumstances is not a place of worship, and teachers are not ministers of religion.

The Bible is not sectarian merely because it was edited or compiled by a particular sect. "It is not the authorship nor mechanical composition of the book, nor the use of it, but its contents that gives it character." This is the reasoning used by the court of Kentucky.

In Illinois the reading of the Bible in school is instruction, and therefore religious instruction. Bible reading must therefore be considered as for-

bidden in the schools. But in California neither the reading of the King James or Donai version of the Bible is sectarian instruction. In California there is a law which provides that "no publication of a sectarian or partisan or denominational character may be used or distributed in schools, or made the part of any library." The boards of education are allowed by court decision to purchase the Bible and use it in schools because it is not a sectarian, partisan, or denominational publication.

Religious Instruction Outside of School

The court of Washington has held that teachers cannot give examinations and credit for Bible instruction even if the instruction is given outside the schools. If the teachers grade the papers and determine the credit, the taxpayers would be paying for such time and it would be against the law, because money cannot be appropriated for religious instruction or the support of any religious establishment.

In New York pupils may be excused for thirty minutes in the afternoon one day each week for religious instruction by the churches, but the commission of education has held that Bible reading cannot be done in the schools. It is religious instruction in the schools.

In Pennsylvania the court has held that a teacher may wear a religious garb while teaching in the public school. New York courts, however, hold that the wearing of a religious garb while teaching in the public schools constitutes sectarian instruction.

Many of these questions have not been passed on by the United States Supreme Court. The question of religious instruction and Bible reading remains a matter of opinion of the various states, and different states take different views on the same issue.

See *People v. Stanley*, 81 Colo. 276, 255 Pac. 610, a case permitting Bible reading. *Georgia, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Nebraska, Pennsylvania and Texas permit Bible reading in schools.*

Moore v. Monroe, 64 Iowa 367, 20 N.W. 475, 52 Am. Rep. 444, and *Billard v. Board of Education*, 69 Kan. 53, 76 Pac. 422, 105 Am. St. Rep. 148, 66 L.R.A. 166, permit the Lord's Prayer to be said.

Wilkerson v. Rome (Georgia case), *supra*, permits prayers to be said. Kentucky and Massachusetts follow this policy, and Kentucky also permits religious hymns to be sung.

People v. Board of Education, 245 Ill. 334, 92 N.E. 251, 29 L.R.A. (NS) 442, 19 Ann. Cas. 220, forbids Bible reading as sectarian instruction. Louisiana, Wisconsin, and Nebraska follow this policy.

See also *State v. Frazier*, 102 Washington 369, 173 Pac. 35, L.R.A. 1918F, 1056.

Who May Select Subjects for Children?

The parent has the fundamental right to select the subjects he wishes taught to his child. The parent may request that his child have no instruction in arithmetic, history, or any other subject, and unless there is some state law compelling the child to take the subject or subjects the teacher must honor this request. This of course is a general principle. A case will illustrate this point.

A father did not want his child to study grammar. He didn't want the child to learn any of the new-fangled ideas about this subject. The court held that no particular branch of study is compulsory upon those who attend school. Where the legislation does not require any particular subject to be taken by every child it is not necessary for the child to study the subject or receive instruction in it if the parent does not wish him to take the subject.

In Colorado the court held a pupil could not be made to study a subject or receive instruction in a subject which was not essential to good citizenship. The court held that the liberty of the parent to select for his child all studies not essential to good citizenship is a liberty guaranteed by the Fourteenth Amendment.

In California a pupil may not be expelled for refusing to take a course in social dancing, although it is required as a part of the course of study. The parents have a right to decide whether their children shall take the course or not.

Most parents and children do not know this principle of law or teachers might be in for a lot of trouble with some of the pupils. Of course the school is under no obligation to give a diploma to a pupil unless he finishes all the prescribed courses. We need not get unduly alarmed about the legal principle, for after all the diploma is the joker.

In Indiana the court refused to follow this rule when a pupil refused to study music and his father requested that his son waste no time on such non-

sense, and in New Hampshire the court said the parent had no right to say that he didn't want his child to do written exercises and make declamations, since the parents' wishes would disrupt the school organization.

In Kentucky the court held a child could be expelled for refusing to take the part of an Irishman in a school play, even against his father's wishes. In Georgia a child who refused to write a composition when the father disapproved, could be made to do so, and in Ohio a pupil who failed to prepare a rhetorical exercise could be suspended.

In Massachusetts and Vermont the courts decided that the parents had no right to object to children taking subjects because they didn't like the way the instruction was given.

In spite of these cases the weight of authority and law in this country is that a parent may make any reasonable selection of studies from those which the school offers and the teachers have no right to decide otherwise. This of course raises the question of various courses in high schools.

Sometimes teachers force pupils to take courses other than those selected by parents. Remember your limitation of authority. The parents' selection is in most cases binding by law on a teacher or principal. Naturally the pupil must be qualified and prepared to take the course.

The state, of course, may require all pupils to pursue a particular course of study. The power of the state in this respect does not seem to have been seriously questioned, although a case may arise in the future. Certainly the state may require studies essential to good citizenship because schools exist for that primary purpose. See:

People v. Stanley, 235 Pac. 610; *Donahoe v. Richards*, 38 Me. 379, 61 Am. Dec. 256.

In *Nebraska*, *Illinois*, *Oklahoma*, and *Wisconsin* parents have a right to select their children's studies.

See also *Hardwick v. Board of School Trustees*, 54 Cal. App. 696, 205 Pac. 49.

Kidder v. Chellis, 59 N.H. 473 is a case in which the parent was not permitted to select subjects.

Open or Shut the Gate?

The question of whether a gate to a playground must be shut and locked after school hours comes from a member of a board of education in New York.

The board of education is under no duty to have watchers after school to supervise a playground or to prevent any kind of play or accident, even if the gate to the playground has been left open to permit children to go into the school yard to play.

See *Kantor v. Board of Education*, 296 N.Y.S. 516, 251 App. Div. 454.

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P.W.L.C.

American History in Schools and Colleges, Report of Committee representing the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies. New York: Macmillan Co., 1944. 148 pages, \$1.25.

In the midst of war and of other social confusion, there are scholars and pedagogues who place hope in the potency of American history to contribute, if not to a solution of problems, at least to a clearer definition of them. In brief chapters the Committee explain their effort to test whether Americans know their own history; why they should know it; the status of American history in the classroom, beyond the classroom, among the social studies, and in college; the recommended content of American history courses; the desirable qualifications of the social-studies teacher; the interrelation of public opinion and history teachers; and the Committee's conclusions. An item analysis of the test of understanding of United States history is given in the appendix.

This report should serve as a definitive answer to the sweeping condemnation of pupils, teachers, and courses of study such as followed the superficial and propagandistic *New York Times* "test" of a year ago. Educators may not agree in detail with the conclusions or recommendations of the Committee, but they must be grateful for their quality.

P.W.L.C.

The Story of Modern Europe, by J. R. RIKER. Boston: Houghton Mifflin Co., 1943. 382 + viii pages, \$2.40.

This richly-illustrated, large-paged volume furnishes to teacher and student a clearly written explanation of how Europe and the rest of the world "got that way", as World War II began.

Division I deals with "The Age of National Upbuilding"; Division II, with "The Age of Revolution"; Division III, with "The Coming of the Machine and New Social and Political Problems"; and Division IV with "The World in Upheaval". There is a praiseworthy orientation throughout the volume toward an understanding of present and emerging problems which appear to have made this war inevitable. The chapters on "The Russian Revolution and the Rise of Communism" and "The Rise of Fascism and the Making of Another Great War", though dated and inadequate, do support the author's exposition of chaos and its causes.

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First Course in Psychology, by R. S. WOODWORTH and MARY R. SHEEHAN. New York: Henry Holt & Co., 1944. 445 pages, \$1.20.

Psychology as a subject has been knocking at the door of the high-school curriculum for the past quarter-century. Sporadically it has gained entrance to the already over-crowded program of subject offerings. Far more frequently, however, it has been introduced as one or several units in such new curriculum areas as "personal living", "group guidance", etc.

That pupils' own interest in themselves and in their associates of all ages justifies the inclusion of some aspects of psychology is obvious to anyone who is acquainted with high-school youths, either by direct association with them or by knowledge of the many studies of their problems and tensions. How generally a subject called psychology will find a place in the high school is not readily foreseeable.

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Encanto de México, by FRANCES P. STOVER. New York: Macmillan Company, 1943. 103 pages, \$1.32.

Encanto de México is one of the newer readers in Spanish which may prove to be of great interest to pupils enrolled in the second term of high-school Spanish. Charmingly written, it deals with our neighbor republic "south of the border". Incidents, scenes, customs, and habits which confront the average traveler in Mexico are interestingly told with a variety of idiomatic expressions.

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The American Story of Industrial and Labor Relations, prepared by the New York State Joint Legislative Committee on Industrial and Labor Relations. Albany, N.Y.: Williams Press, xx + 315 pages, trade edition \$1.50, school edition \$1. 1943.

This remarkable volume copyrighted by "The People of the State of New York" is something new under the sun. In Part I is a readable, objective, well-illustrated explanation of the patterns of living and of political and economic ideas in America in 1790, 1840, 1890, and 1940, showing the genesis and development of the industrial workers' place in American life, leading to organizations of workers and of employers, and the new issues and new directions now dominating our economy, including the widespread cooperation between employers' and employees' organizations.

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P.W.L.C.

A Review of 1,000 Pre-Flight Problems, by W. H. THOMPSON and M. L. AIKIN. New York: Harper & Bros., 1943, 176 pages, \$1.20 clothbound, 88¢ paperbound.

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With proper reference material, intelligent students and instructors, this book (corrected as suggested) would be a valuable addition to the list of materials of instruction for a high school course in pre-flight aeronautics. **WILLIAM H. WEAVER**

The Physical Sciences, by EBY, WAUGH, WELCH, and BUCKINGHAM. Boston: Ginn & Co., 1944. vi + 493 pages, \$2.28.

The title of this new book in the field of general science is apt to be somewhat misleading. It is not a physics textbook in the usual sense; rather it is one dealing with the physical aspects of four sciences—astronomy, geology, meteorology, and chemistry. Each of these sciences is treated in a separate section of the book, called a "Unit" by the authors.

The selection of topics in each of the fields is appropriate in terms of current interests and needs of secondary-school pupils of all types. Numerous study helps are included. Two features of the book that are likely to appeal to pupils and teachers alike are (1) the large format and the generous spacing of the typed material that such a format permits, and (2) the numerous excellent pictures, charts, and diagrams that are found throughout. The line drawings are skillfully and attractively done. **GLENN S. THOMPSON**

Group Experience—The Democratic Way, by BERNICE BAXTER and ROSALIND CASIDY. New York: Harper & Bros., 1943. 218 pages, \$2.50.

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P.W.L.C.

Encyclopedia of Child Guidance, edited by RALPH B. WINN. New York: Philosophical Library, 1943. 456 pages, \$7.50.

The librarian, research worker, and guidance specialists who are concerned with the pathologies and technical terminologies of child guidance will find this volume almost indispensable. The topics dealt with cover most if not all of the areas wherein psychology, psychiatry, sociology, anthropology, scientific testing, and school management touch upon child behavior and status. Except for scouting and perhaps other non-school constructive agencies, the emphasis in most if not all expositions is on the formalistic, remedial, and diagnostic aspects of guidance. That wholesome behavior relationships of family, school, and community life have more significant guidance implications than have the

abnormal and pathological aspects seems to the reviewer not to be recognized by the editors and contributors.

P.W.L.C.

Encyclopedia of Modern Education, edited by HARRY N. RIVLIN and HERBERT SCHUELER. New York: Philosophical Library, 1943. 901 pages, \$10.

This encyclopedia is an ambitious project. It attempts to cover the entire field of educational science, philosophy, and practice in less than a thousand pages. The qualifications of some of the specialists to deal with the topics assigned to them are in many cases adequate; in other cases they have, so far as the reviewer can discover, no recognition by the profession in a field so full of contentious and undefined institutions, practices, problems, and projects as is education. For the presumably "authoritative" treatments are in many cases mere expressions of personal judgments; occasionally, indeed, they seem the result of ignorance.

P.W.L.C.

Dictionary of Sociology, edited by HENRY PRATT FAIRCHILD. New York: Philosophical Library, 1944. 342 pages, \$6.

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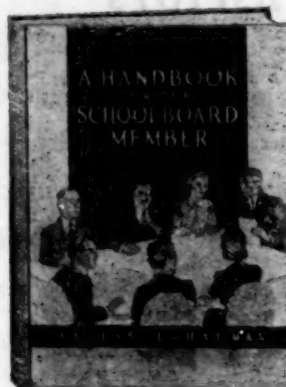
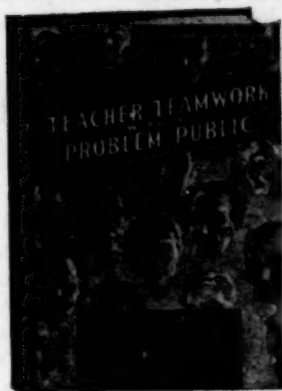
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Colloquial Russian, by Mark Sieff. Philadelphia: Blakiston Co., 1944. 323 pages, \$2.50.

Colloquial Russian is an attractive manual of Russian grammar and syntax. It should prove valuable both for class use and for individual study of this language whose importance is now generally recognized. The treatment of grammar is preceded by explanations and exercises for Russian sounds and is followed by lessons to help the student gain control of idioms and colloquial usages. P.W.L.C.

English-Russian Dictionary, 1944 Edition, 776 pages, \$3.

Russian-English Dictionary, Third Edition. Compiled by V. K. Müller. Philadelphia: Blakiston Co., 1944. Distributed by E. P. Dutton & Co., New York. 822 pages, \$3.

More than thirty years ago David Snedden urged that American high schools in large cities introduce the study of languages which were bound to become of world-wide importance—Russian, Japanese, Chinese, Spanish, Portuguese, and Italian—to supplement the offerings in French and German. His was a prophetic voice; his agitation seemed unrealistic. During the succeeding decades, however, Spanish and Italian gained acceptance. In one city or another Portuguese, Chinese, and Japanese are today finding tentative places. The introduction of Russian is being advocated.

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Pattern for Tomorrow, by SISTER MARY JULIANO. Milwaukee: Bruce Publishing Co., 1943. 128 pages, \$2.

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SCHOOL NEWS DIGEST

(Continued from page 493)

SECRET: In an offensive against secret fraternities and sororities, the board of education of Durham, N.C., passed a rule prohibiting pupils from becoming members by denying all other extracurricular privileges to those who refused to sign a pledge not to join the secret organizations. Recently the State Supreme Court upheld the Durham board of education's rule.

MARRIAGE: Mrs. Grace Lorch, teacher in the Boston public schools for 19 years, was dismissed when she got married—and later was offered a job as a substitute, at lower pay, states *New York Teacher News*. The Citizens Committee of Boston is fighting the case as archaic, undemocratic, and unjust. In Boston, explains the *News*, when a woman teacher gets married, she either has to go "underground" or lose her job.

DELINQUENCY: You've read so many terrifying statistics on the increase in juvenile delinquency that you may appreciate the way Howard M. Brier puts it in *Washington Education Journal*. He points out that of the 95,621 pupils in King County, Wash., which includes Seattle, 98.24% were not juvenile delinquents in 1943, even though juvenile delinquency showed an increase of 28% over 1942. In 1942, 1.41% of the school children were court cases, and in 1943 the figure was 1.76%. So in 1943, among the 95,621 pupils, .35 of 1% more pupils were delinquents than in 1942. Current increases in juvenile delinquency are serious problems that must be dealt with, but Mr. Brier wants to remind us of our sense of proportion.

SINNERS: The British schools are coming in for the same kind of criticism that has been aimed at the American schools, we learn from the *Journal of Education* (London). "The little sinners can't add up" is a typical complaint about graduates of British schools which will sound familiar to American teachers. In reply to that criticism, the *Journal of Education* explains that British schools "are now less concerned with factual drill and more with general stimulation and the cultivation of all the personal powers." This statement might have come out of places such as Tulsa or Los Angeles, in defense of local graduates.